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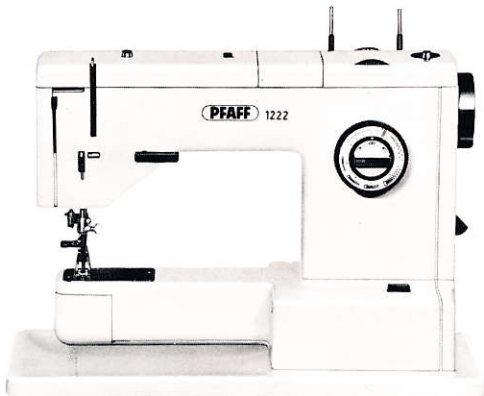
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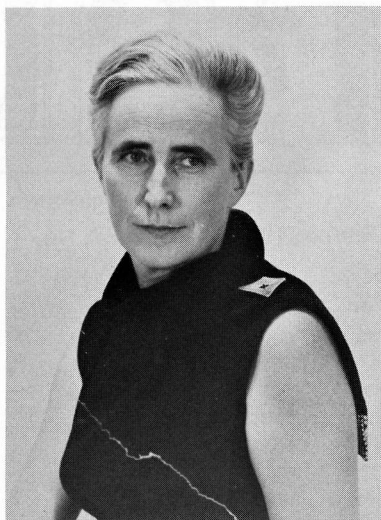
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The 1977 C.H.E.A. Conference Take Stock — Take Action is over. By now the Convention Inn in Winnipeg will have only fond memories of our presence and all of us who attended have very fond memories of a stimulating and happy time.

We truly took stock at the conference learning of the many different ways in which home economics is working to improve the quality of daily life for all people. We also learned of action that had been taken by some of our members and we heard a great deal of the ways in which we could improve our skills for taking action.

In addition we Took Action. The Board of C.H.E.A., after its meetings, after the Annual Meeting and the Conference sessions, identified four areas in which we felt the Association could take action in 1977-78.

1. We agreed that C.H.E.A. should offer its assistance to government agencies in preparing the Canadian people for the post control period.
2. We agreed that through the Family Life Committee, C.H.E.A. would keep issues pertaining to family policy in Canada before its members and encourage the membership to take action locally, provincially and federally both by initiating policy programs and by supporting worthwhile efforts.
3. We agreed that C.H.E.A. would, through its Foods and Nutrition Committee, react to the Canadian Science Committee on Food and Nutrition's *Statement of Concern for a Canadian Food and Nutrition Policy*; react to the federal government's Food Strategies statement; and progress towards an implementation of the resolutions of the 1976 Conference in Toronto.
4. We agreed that we would encourage affiliated groups to become involved in international development through building relationships directly with similar associations in the developing world and by strengthening the ties with the International Federation of Home Economics.

In these ways the Board of C.H.E.A. feels that as a professional association and as individual professionals we can become more visible as a group who care about improving the quality of daily living. You will be hearing more of our hopes for attaining these objectives in 1977-78. Won't you please become involved and see to it that your association "takes action" this year?



A handwritten signature in cursive script that reads "Doris R. Badir". The signature is written in dark ink on a light background.

Doris R. Badir
President C.H.E.A.

HONOURABLE MENTION

The Canadian Home Economics Journal has moved its operation from Toronto to Edmonton. Such a move brings new members into action. Nevertheless, the contributions and dedication of the former editor Jane Hope and her committee must not go by without acknowledgement.

Jane Hope's experience in consumerism, marketing, communication as well as her leadership in both the Ontario Dietetic Association and the Home Economics Association reflect in the calibre of Journal the Association members have been receiving. In the name of all members of the Association, the new journal committee extends the grateful thanks and appreciation to Mrs. Jane Hope and Miss Margaret Smith, editors; Mrs. Kay Spicer, feature editor; Miss Mary McGrath, feature editor; and Mrs. Sharon Cannon, business manager.



Jane Hope



Margaret Smith



Kay Spicer



Mary McGrath



Sharon Cannon



- 1 Sister Roberta Freeman presenting greetings from C.D.A.
- 2 Treasurer June Ann Ferries helps out at the Registration desk which managed to register the over 400 home economists attending.
- 3 Home economists sample the fare at one of the Walkabout lunches, a unique departure from the usual sit down luncheons. Conference planners also substituted fitness and nutrition breaks for the usual coffee.
- 4 Dr. Wanda Young brings greetings from I.F.H.E. to conference home economists during the official opening of Conference '77.

Convention Commentary

The C.H.E.A. Convention held in Winnipeg June 27-30, 1977 lived up very well to its mandate: Take Stock — Take Action. The Convention Committee is to be commended on the choice of the speakers selected. To name a few, those of us present were fortunate to hear Dr. Effie Ellis, an independent Quality of Life Consultant. Her closing message is worth a repeat:

"There is no environment and no state of life where one cannot find something to do to make life better. Home Economists must strive for the maintenance of health and well-being, not just fighting it. Look at the needs of man and attempt to fill these needs. Life is full for those who are privileged to serve."

Proceeding from the inspirational to the practical the convention carried a message from Mr. Braham Norwick, a textile engineer. He advised:

"In order to take action and not get taken, we have first to get to know ourselves, our own wants, our prospects, our own interaction with our own environment and peer groups."

Ruth Berry expressed the challenge for family financial health to be education and not regulation.

An interesting and balanced panel discussed the question — "Is Vegetarianism here to stay". We heard the pros and cons and were left to draw our own conclusions from the researchers findings. Nevertheless in any diet primary concerns are:

is it healthy?

is it within the budget?

is it appealing?

Members were fortunate to hear experts like Dr. Shirley Weber, Lynda Dienee, Sharron O'Brien, Dr. Mina McDaniel, Donna Woolcott cover the timely topics of diet fibre, dietary fat, obesity, food additives and community nutrition respectively. These talks were stimulating update for an important area of Home Economics.

Our convention planners also included housing, design and city planning.

In other words certain aspects of food, clothing and shelter, relevant to the present time were dealt with.

In order to manipulate the needs of our society in carrying out the prerogatives presented by the experts, the committee is to be commended for its inclusion of behaviour aspects that help to bring about change such as assertiveness, lobbying and education in the community and in the educational system. The twenty-three exhibitors' displays demonstrated the realities and the tools needed to carry out our mandate.

Taking a retrospective glance the convention was planned and executed to give the Canadian Home Economists a fresh focus for action if we are to be a viable tool in assisting the needs of the Canadian people we must serve.

Congratulations Winnipeg C.H.E.A. You gave us a lot!

LETTER TO THE EDITOR

Re: The Orthomolecular Approach

I would like to object to the article by Geeta Ranni Lall, which appeared in the July issue (*Can. H. Ec. J.* 27:46, 1977). This article is a very one-sided, pro-orthomolecular argument for the use of the orthomolecular approach to the treatment of schizophrenia and other disorders.

The use of mega-doses of niacin and the orthomolecular approach is very controversial and, therefore, any article covering the topic should include references to studies which have not supported the work of Dr. Hoffer and his co-workers (1-7). The author merely mentions that "a few studies report negative results" but does not document these so that the reader cannot judge the validity of all research done covering the topic.

Any treatment must be assessed as to the risk/benefit involved. The author lightly touches on the topic of side effects by stating "As far as side effects are concerned, their reports include a small number. These side effects can be easily corrected through changes in doses and the prescription of corrective medication". The foregoing statements are not referenced, thus, the reader again cannot judge the degree of risk involved. The use of massive amounts of vitamins is not without risk as has been indicated in several studies (8-10).

The author also states that the orthomolecular approach has been useful in treating a number of other disorders from alcoholism to alleviating the problems of aging. Again, there is no documentation of these statements.

Elizabeth A. Donald, Ph.D.,
Professor,
Division of Foods and Nutrition,
Faculty of Home Economics,
University of Alberta,
Edmonton, Alberta.

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Ms. Brown

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The memory of one of our outstanding members has recently come to the fore. Miss Ruth Binnie chose to bequeath her estate to the Canadian Home Economics Association to be used for scholarships for Home Economics Teacher Educators. In the present article, Dr. Mary Morley, who knew Miss Binnie presents the reader with a timely exposition of this outstanding leader and educator.

Dr. Mary Morley is the Director of Home Economics, Mount St. Vincent University, Halifax, N.S.

(The actual administration of the Bequest will be published in a later issue.)

WHO IS MISS BINNIE?

By Mary L. Morley Ph.D.

Ruth Binnie was born in England. She was sent to boarding school at an early age. Later, she was educated in Germany. Still later she obtained a diploma in domestic science from a training college in England. The thoroughness of that training was exemplified in her work when she entered the profession of Home Economics as a teacher and later as a supervisor and exacted high standards of herself and the teachers under her supervision. However superior her early education, Ruth Binnie always yearned for more. She attended workshops and refresher courses. She studied the professional journals. She reviewed carefully each new book related to the various aspects of Home Economics as soon as it was off the press. In short, she kept abreast of what was new in Home Economics.

It was no surprise to Ruth Binnie's friends and colleagues when in her late fifties she earned the degree, Master of Science (Education) from Syracuse University. This was a monumental achievement since at the time of applying for admission to graduate studies she had a diploma only. She successfully passed all equivalency tests and in short order embarked upon the required courses. Then she elected to do a thesis involving extensive research. Upon completion and presentation of the massive volume, beautifully and professionally written with a generous use of graphs and charts she was told by the members of her committee it was of a quality hopefully aspired to by doctoral candidates.

After an educational tour of South Africa and Canada, Ruth Binnie came to Nova Scotia in 1931. She accepted a position at the Halifax Ladies College, a small private school with a small enrollment. During the summer vacations she travelled through the provinces of New Brunswick and Quebec recruiting students for the Ladies College. The fact that she was never to attain great skill as the operator of a motor vehicle did not deter her from fearlessly setting forth each year in her car undaunted by poor road conditions. But it was never her car, always her automobile.

In 1939 she returned to England to become Headmistress of her Alma Mater. When the college was shelled out of existence she found herself without a position, and as she sometimes related 'an extra mouth for England to feed.' She volunteered to escort refugee children to foster homes in Canada and three times crossed the then very dangerous waters of the Atlantic in ships convoyed from Britain to an east Canadian port. When she accomplished her mission and her 'charges' were happily deposited in good homes, she joined the Nova Scotia Department of Education as Supervisor of Home Economics.

Ruth Binnie brought to the new position a spirit of dedication, a superabundance of personal energy, a resolute will together with the courage and determination to work for what she thought to be in the best interests of the students and the community. She consistently challenged school boards and the Nova Scotia Department of Education to provide the best possible learning environment. Her goal was to have homemaking de-

partments rather than 'cooking' and 'sewing' rooms. Ruth Binnie worked unceasingly to get good libraries, adequate storage space, discussion areas and arrangements for filing illustrative material. The location of the homemaking room she considered very important. In her report to the Superintendent of Education in 1946, she wrote: "New departments (should) not be located in the basement, which is no place for the dispensing of hospitality, a part of homemaking."

When Ruth Binnie became Supervisor of Home Economics she found:

A general feeling of isolation and lack of enthusiasm prevailed among the teachers, seemingly brought about the by distance between schools having Home Economics Departments, by a lack of an organized course of study, the scarcity of equipment . . . and the absence of anyone who could help and advise them about their work. (Binnie, 1956, p. 46)

She organized regional conferences and reported: "Practically every teacher attended." What she did not report was that she literally went out into the highways and byways and bundled even the remotest teacher into her 'automobile' to traverse the rutted roads of the 40's. (McIntosh, 1973 p.4)

Although Nova Scotia was one of the first provinces to teach domestic science in the elementary schools and it was also one of the first to establish teacher training programs in Home Economics, (Rowles, n.d., p.66), when Ruth Binnie took over her new position in 1940 the subject was taught in the larger schools only. She worked diligently to get classes started in rural areas. It involved 'stirring up' interest so that someone would provide space and equipment. She succeeded in finding spare room in a school, space in a church basement or an unoccupied house. Next she solicited help from school trustees and home and school groups in acquiring kitchen equipment and sewing machines. In some areas the parish priest rallied together his parishioners to support the venture. In other areas the mother superior of a convent offered tremendous support. It is believed they saw the need for Home Economics in their communities and called Miss Binnie. She responded with her usual enthusiasm and left no stone unturned to get everything arranged as she saw proper. She met with school inspectors, school principals, home and school groups, local school boards, and school trustees. To locate the latter, sometimes it meant finding them in a factory, or down at their boats. This did not deter Ruth Binnie — along she went — all in an effort to gain the cooperation of the influential people in the community. (Frater, 1977).

The task of finding qualified teachers was always a big problem. In her annual reports she repeatedly wrote about the scarcity of qualified teachers. Opening up a new department also meant finding places where new teachers could get room and board. Sometimes there was an arrangement whereby the home economics teacher taught half the year in one community, the other half in another community. Frequently this meant advising both the teachers and the school principal regarding the storing of the equipment and room utilization in the interior between sessions of home economics in order to assure that the room and equipment would be in a condition for use the following year.

The setting up of departments in Francophone communities meant finding French-speaking teachers. This Ruth Binnie accomplished through the cooperation of the Home Economics Supervisor in the province of Quebec. Later she encouraged these teachers to enrol in summer school where she trained them in her methods and techniques.

Home Economics for the Black communities presented different problems. These areas were widely scattered. Ruth Binnie again diligently applied herself in getting various community groups interested in offering space and equipment. She succeeded in getting the Department of Education in supplying a stationwagon so that teachers could trans-

port the equipment as well as themselves to these remote areas. She found Black teachers for the Black communities. Once teachers assumed these positions she continued to offer encouragement and help through many difficult situations. Furthermore, she never lost an opportunity to show her support. Faithfully she attended the annual closings and witnessed the students' pride in their achievements. (Frater, 1977).

The next step was the formation of classes for adults. Sewing machines were expensive and had to be put to use in the evenings as well as during the day. Again Ruth Binnie offered the necessary help and encouragement, attending evening meetings sometimes in classrooms, other times in homes. It is impossible to assess the value of these classes where the women in these isolated areas came together weekly. One can only hypothesize that an increase in community spirit and a feeling of competency by all those who learned to use the sewing machines, to make and make-over garments for themselves and their families, had an impact on every home.

Although working day and night to expand physical facilities for Home Economics throughout the province of Nova Scotia, Ruth Binnie never neglected the in-service responsibility of her position. She wrote: "The focus is on the pupil — the living child — rather than the skills taught." Many of the teachers under her supervision felt she had decidedly unorthodox ideas. She placed little value on the teaching of cookery or sewing for its own sake. She considered skills a means to an end and not the end itself. She spoke much of ends — how to use and care for, how to plan, to see a job through; self direction, self evaluation; ability to take responsibility, judgment; qualities that make for happy personal and family relationships; poise, efficiency, deftness, performance with understanding. Strange words in the forties for a teacher planning to teach cooking or sewing! She wrote: "Teaching Home Economics . . . is not so much teaching a subject as a way of life." (Binnie, 1956).

Ruth Binnie advocated discussion of the year's work by teacher and pupils — parents too, when possible. She believed that good teaching is based on problems of people who live in the type of homes found in the local community. She encouraged teachers to stimulate interest in home projects, to visit homes, to send invitations to come for a meal, or to give demonstrations to classes. She considered the integrated method of teaching, based on Dr. Evelyn Harrington's "Integrated Program" the ideal way of conducting a class.

Summer schools were an important part of in-service education. Ruth Binnie regularly conducted her own summer school and saw to it that teachers who needed it were there. Although she brought to the summer school very fine specialists in foods and nutrition, clothing and textiles, she, herself, conducted the classes in curriculum and in methods and techniques of teaching. This work was continued in meetings with the teachers of the Home Economics throughout the province resulting in sound programs with detailed practical teaching guides.

In addition, she organized refresher courses, developed senior high programs, including a course of study for grade twelve which she hoped would be accepted for admission into university programs. She established a course for boys of 'Boy Scout' age, and one for brides. It was an era of external exams and Ruth Binnie was regularly on the committee of two to draw up the provincial home economics examinations for grade eleven and later for grade twelve.

She worked continuously to obtain better-trained teachers and encouraged teachers to improve their qualifications. Toward the end of her career, she wrote: "All of the supervisor's time and more could well be spent in in-service training." She advocated that universities add a fifth year for home economics education majors, saying that: "To obtain a cultural and academic background, become a specialist in her field and to master teaching techniques in four years appears to be an impossibility to most of the graduates".

In addition to the heavy workload, Ruth Binnie assigned herself she found time to

co-author three books *Housecraft* by Binnie and Boxall was written before she came to Canada. It was well regarded in its day and was used by several colleges in England as a text. During the time she was Supervisor of Home Economics in Nova Scotia, she produced two books in collaboration with two teachers of Home Economics: *Homemaking for Young Canadians* by Binnie, Campbell and Davidson, and *The Science of Homemaking* by Binnie and Adams. Both books were used for a time as textbooks in departments of home economics.

Ruth Binnie was a founding member of the Nova Scotia Home Economics Association and one of its presidents. Always she showed an eagerness, even in her later years, to act on committees and to promote the association. The Canadian Home Economics Association was a continuing interest of hers. In 1972, during the time of the Canadian Home Economics Association Convention in Halifax, she was honored for outstanding service by its members. Her interest in Home Economics extended to the national level. She represented the Nova Scotia Home Economics Association at the International Congress on Home Economics in Stockholm. Later, she delivered a paper, entitled, "Practical Home Economics Teaching" at the International Congress on Home Economics in Edinburgh.

Ruth Binnie was well known throughout the length and breadth of Nova Scotia, and in every province of Canada. Some people thought of her as a hard taskmaker, a person who made imperious demands. But those who knew her well, and they were legion, appreciated the gentler side of this remarkable woman. The children of her close friends knew her as 'Binetta' and enjoyed the traditional English parties — favors and all-which she loved to have for them at Christmas. Less well known was the help this great woman gave to those less fortunate than herself. Sometimes it meant delivering a basket of choice foods, buying a complete wardrobe for a child; other times, paying the rent of a senior citizen over an extended period of time.

It is difficult to think of Home Economics in Nova Scotia without Ruth Binnie. She reluctantly retired as the Supervisor of Home Economics in 1956. Although in her late sixties, she was still very alert and blest with boundless energy and good health. She then accepted a position to teach home economics at the grade seven level and later took on the supervision of student teachers in Home Economics Education at Mount Saint Vincent University. No one knew better than Ruth Binnie what were the requirements of a good teacher of Home Economics.

Indeed the problems with which Ruth Binnie devoted the best years of her life might have been easily solved if she had been able to find more well qualified teachers. In a brief 'summing up' written at the time of her retirement from the Nova Scotia Department of Education, she included a formidable list of undertakings 'still to be done.' Heading the list was: "Obtain better-trained teachers." Later, when she became the recipient of a sizeable bequest, she made provision for what she considered the number one priority — better trained teachers of Home Economics.

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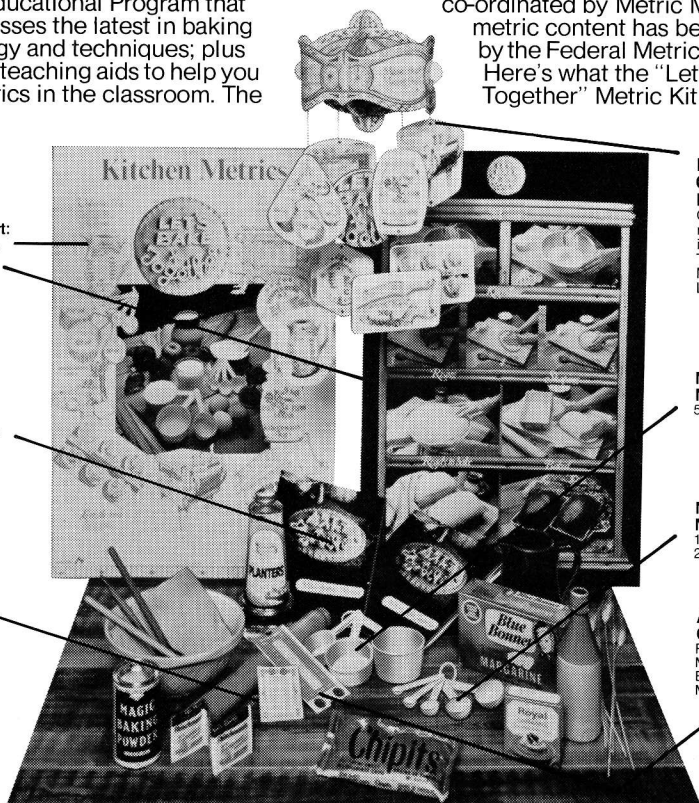
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The Alberta Nutrition at School Program and the '75-'76 Student Evaluation

by Ann L. Harvey^a and
Frances I. King^b

Alberta Agriculture's Nutrition At School program developed in response to the need for nutrition education which has become increasingly more obvious in the past few years. In March 1973 a National Council on Welfare report, *One Child One Chance*, suggested that programs utilizing the mass media and the school system be established to help all Canadians become better informed and more aware of the importance of their food and eating habits in the development and continuance of their physical and mental well-being¹. In April 1973, partially as a result of such a recommendation, and in the knowledge that the forthcoming *Nutrition Canada National Survey Report*² would provide further support, Alberta Agriculture initiated a "Food At School" program. The program was unique in that nutritious snacks or food samples were to be served to school children as an example of good nutrition. Because nutrition education rather than feeding had always been the prime goal of the program, the name was subsequently changed to "Nutrition At School".

When the program first began to operate, a special fund of \$60,000.00 was allocated for a "School Lunch Pilot Project". This project operated in eight schools and involved 2500 children. It was hoped that this project would provide information on the mechanics, the cost, the response of students, teachers and parents and the benefits of such an approach to nutrition education. During the first year three types of programs were tried. There were two milk programs, one noon supplement program, and five nutritious snack programs. All programs were well-received and apparently successful. Because the snack program appeared to offer the greatest scope for nutrition education, this type of program was continued the following year.

In 1974-75, and in subsequent years, \$250,000.00 was allocated to the Nutrition At School program. In 1974-75 fifty schools and eleven thousand students participated in the program. Most schools had programs where students received snacks for 100

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school days. In 1975-76 and 1976-77 the program had expanded to 73 schools and 14,000 students and 91 schools and 19,000 students respectively. Shortening the total number of days on which children received nutritious food samples, though not necessarily nutrition education (children may receive food every second day or twice a week) enabled more children to take part in the program without increasing the budget. The program is ongoing in the 1977-78 school year.

The program objectives are:

- (a) to provide the elementary school child (Grades 1-6) with nutrition information that will increase his knowledge about nutrition and thereby produce favourable attitudes toward a variety of foods and improved eating habits.
- (b) to create an awareness, in parents and in the community at large, of the importance of good nutrition.
- (c) to create an awareness of agricultural products and their contribution to good nutrition.

There are also specific behavioural objectives for the educational materials that are used in the program, Big Ideas in Nutrition Education K-3 and 4-6³.

In the operation of the program, students receive child sized snacks, generally just before the morning recess. These snacks, or food samples, are used to expose the students to a variety of nutritious foods and to reinforce what is discussed in the classroom about nutrition and good eating habits.

Snack menus are developed with the guidance of an Alberta Agriculture home economist and include such foods as milk, cheese, yogurt, fruits, raw vegetables, nuts, breads, whole grain crackers, and juices. A local person from each school community is hired by Alberta Agriculture to plan, purchase, prepare, distribute and clean up leaving the teachers free to emphasize their nutrition teaching.

Schools apply to take part in the program and each year new schools are chosen in order to expose the maximum number of communities to good nutrition habits. Those schools that are selected must be enthusiastic about teaching nutrition and must allow teachers to attend a half day workshop presented by Alberta Agriculture home economists where teachers are given a variety of resource materials and background information. Games, stories, puppets and films are all available to supplement nutrition units in the classroom. In addition, schools must be willing to participate in the administration of the program by establishing a local advisory committee to act as a liaison between their program and the home economist.

Short questionnaires distributed to parents, teachers and students at the conclusion of the 1974-75 program indicated that a vast majority of parents and teachers were in favour of the program. 51.4% of the parents indicated that the program had changed their child's eating habits. Ultimately, a change in eating behaviour as a result of increased knowledge is an important long range goal and it appears that the program may be effecting such a change.

In addition, most teachers indicated that they found it easier to teach about nutrition when food was served. This lent further support to the concept that nutritious food samples are a vital part of this program and a vehicle to nutrition education.

THE '75-'76 STUDENT EVALUATION

In order to further assess the program's effectiveness, the provincial department (Alberta Agriculture) decided to have the 1975-76 Nutrition At School Program evaluated by an external evaluator. In the 1975-76 school year, three variations of the Program

were in operation: food samples combined with the Big Ideas education program, the Big Ideas education program without food samples (a variation necessitated by budget restrictions) and the Big Ideas education program supplemented with additional teaching resources. To provide baseline data for comparison purposes, schools that had never been involved in the Nutrition At School Program were included in the evaluation data collected as a control group.

In terms of the 1975-76 Nutrition At School Program, the evaluation was designed to identify specific measurable effects that could be attributed to the program variations. In addition, since the program was being delivered to six grades, it was of interest to question whether the content and approach were equally suited to all grades. Questionnaires were specifically designed for each grade level to test nutrition knowledge, to measure response concerning attitudes toward nutrition, and to identify selected nutrition-related behaviours.^{1,2} Both pre- and post-test data were collected from a random sample of schools in each program variation.

KNOWLEDGE

Grade 1 and 2 students on the food sample-education program got significantly better knowledge scores at the end of the program than they did at the beginning. The other groups improved only slightly or had even lower scores after the program than at the beginning. Problems with varied reading levels of young respondents were recognized and steps taken to reduce reading problems such as extensive use of pictures and explicit instructions for teachers administering the questionnaires.

In grades 3 and 4 the education program with or without food samples produced significantly higher scores after the program than at the beginning. Confounding factors arose in measuring the education program with additional teaching resources. That program had flexible timing and less structure than the other variations. The evaluation data were for the main part inconclusive for that program.

In grades 5 and 6 there was a slight trend towards knowledge gains as a result of the education program with or without food samples. However, the gains were not significant.

ATTITUDES

A sampling of questions that asked how students felt about food or nutrition were included in the questionnaires at each grade level. By collecting responses to the same questions on both the pre-test and the post-test, it was possible to obtain a measure of how nutrition-related feelings might be changing.

Grade 1 students were asked to identify foods they liked from a supplied set of pictures. On the pretest, most students indicated they liked chocolate bars and pop. On the post test, students from the education programs both with and without food samples were greatly reduced in the number saying they liked chocolate bars or pop. Control students and students on the education program with supplemental resources were somewhat less enthusiastic on the post test compared to the pretest.

Grade 1 students on the education program with food samples increased by 35 percent from pre to post test in the number liking yogurt. The same group increased 20 percent in the number liking nuts. The other groups showed relatively slight gains or even decreases in number liking either food.

1. Details about instrument development, data collection and statistical analysis are available from the authors and will be forthcoming in future research reports.

2. Graduate Student, Viola Fodor, assisted with the Evaluation Project.

Grade 2 students were asked if they would watch a Captain Nutrition cartoon. Over 90 percent of all students responded positively. Grade 3 students were asked if they would read a comic book, "Captain Nuts in Nutrition Land." Four-fifths of all students said they would read such a book on the pretest. The control students showed less interest on the post test and all the nutrition program groups had a higher percentage interested on the post test than on the pretest. The suggestion was less popular with grade 4 students. Fewer than half said they would like to read a nutrition comic.

We asked grade 5 students how they would react if they were listening to the radio and a nutrition advertisement came on the air. On the pretest, two-thirds of all students said they would listen. Fewer students in the control group said they would listen at the time of the post test. An increased number in each of the nutrition education programs said they would listen. In grade 6, about one-half said they would listen to a nutrition radio advertisement.

BEHAVIOUR

Voluntary behaviour was the area of interest. Although one study has now reported one-quarter of students in grade 6 preparing their own lunch and one-third from the same grade preparing their own breakfast⁴, it was assumed that snacking behaviour was a better indicator of voluntary behaviour than reports of foods consumed at meal-time.

In grades 1 and 2 we presented students with 10 food snack pictures and asked them to draw an X on the snacks they ate after school (Figure 1). Such a measure reflects variety of choices but it does not indicate quantity consumed. Total scores could range from +6 to -4. The Grade 1 average scores for each experimental group are presented in Table 1. All groups improved their variety of nutritious snacks from beginning to end of the program (significant at $p \leq .001$). The difference between groups was also significant ($p \leq .05$). Those students receiving food samples as well as nutrition education improved the most; control students improved the least. In grade 2 the scores were slightly higher to start with but showed no significant improvement by the end of the program.

We asked grade 2 and 3 students how often they ate chocolate bars and candy. The frequencies of responses were relatively constant from grade 2 to grade 3 pointing to some degree of reliability of the measure.

About half the students said they ate chocolate bars or candy 2 or 3 times a week. About 5 percent said they ate chocolate bars every day, about one-third said they ate chocolate bars once a month and about 15 percent said they never ate them at all. The program variation did not appear to have any bearing on chocolate bar-candy behaviour.

In grades 4, 5, and 6 we asked students how they spent snack money giving them pop, candy, fruit or milk choices and a fill-in option. About 20 percent of the students in each grade said they bought fruit. At least 40 percent bought candy, from about 10 to 20 percent bought pop and from 7 percent in grade 6 to about 20 percent in grade 4 bought milk. Program variations did not appear to have any consistent effects.

Providing food samples did give students the opportunity to learn to like new foods. We asked grades 4, 5 and 6 students what new foods they had learned to like and categorized the answers into food groups. Students who had been on the food sample program reported more new foods in the meat group and the bread and cereals group in all three grades than the other students. They reported liking more new fruits in grades 5 and 6 and more new vegetables in grade 5 than the other students. The most striking difference was in the discovery of yogurt. Approximately one-quarter of the students receiving food snacks learned to like yogurt as compared to one or two students in each

grade in all the other non-snack programs. The students reported that they had learned to like some new foods that were not included in the food samples provided. These results give definite support to the food sample program as a means of producing behaviour change in the direction of eating new nutritious foods.

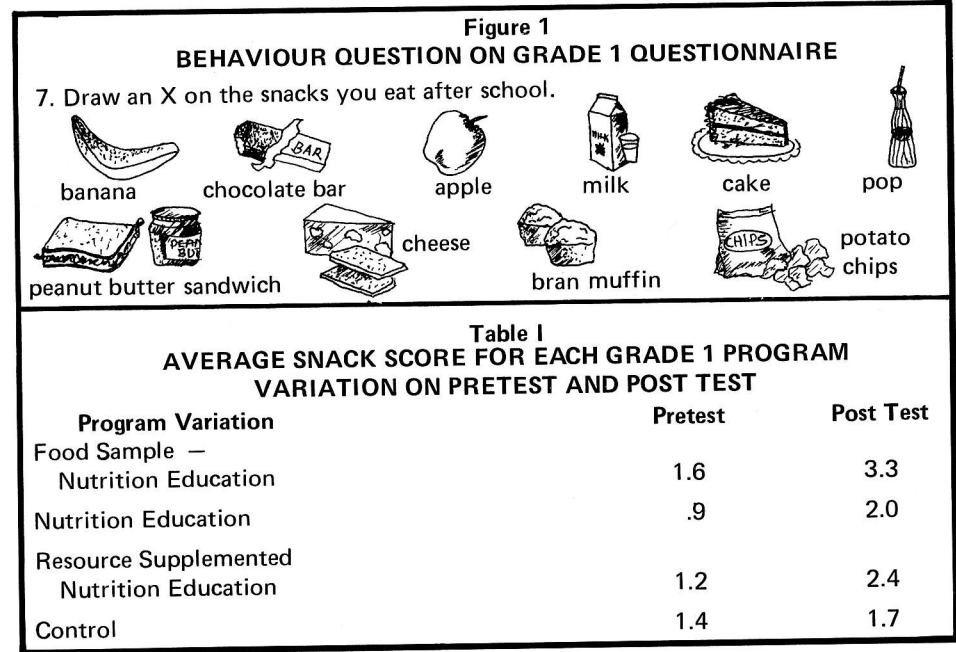
CONCLUSIONS

Of the three variations of the Nutrition At School Program, the food sample-nutrition education approach was most successful in grades 1 and 2 in contributing to increased nutrition knowledge as well as producing a climate for developing approach behaviour towards nutritious foods and avoidance behaviour of non-nutritious foods. The results do, however, support the concept of nutrition education without food samples when necessary especially in Grades 1 to 4.

Although the effect of the food samples was less marked in the higher grades, they did provide the opportunity for students to find out they liked nutritious foods that were new to them. The fact that many students reported liking some new foods that were not provided as snacks leads to the conclusion that willingness to try new foods was transferring from classroom experience to "private life" outside the classroom.

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MONTRÉAL CANADA

IMPROVING OUR INTERNATIONAL COMPETENCE IN HOME ECONOMICS*

*by Lila E. Engberg, Associate Professor,
Department of Family Studies,
University of Guelph*

There were four major recommendations which emerged from the XIIIth Congress of the International Federation for Home Economics held in Ottawa last year which have universal relevance and could help us examine the focus of home economics programs in Canada. The recommendations related to population, food, energy and human settlements in order to improve the quality of life.¹ I think many of us, however, have underestimated our special capabilities for affecting changes in life-style and we have an obligation to become involved.

The pressures for our involvement come from the force of world events and the need to help create a "New International Order" — a new system of relationships between nations and people. This need is expressed very clearly in the introduction of a 1976 report to the Club of Rome titled "Reshaping the International Order" (RIO):

"A poverty curtain divides the world materially and philosophically. One world is literate, the other largely illiterate; one industrial and urban, the other predominantly agrarian and rural; one consumption oriented, the other striving for survival. In the rich world, there is concern about the quality of life, in the poor world about life itself which is threatened by disease, hunger and malnutrition. In the rich world there is concern about the conservation of non-renewable resources and learned books written about how the world should be kept in a stationary state. In the poor world there is anxiety, not about the depletion of resources, but about their exploitation and distribution for the benefit of all mankind rather than a few privileged nations. While the rich world is concerned about the impact of its pollutive activities on life support systems, the poor world is concerned by the pollution of poverty, because its problems arise not out of an excess of development and technology but out of the lack of development and technology and inadequate control over natural phenomena."²

We became critically aware of these dilemmas when the Berger report on a pipeline in northern Canada came up for debate. The native people know that their hunting, trapping and fishing have little value in relation to the enormous oil, gas and mineral wealth which is waiting to be exploited by big firms in the oil and gas business. We are the resource hungry in the south. Our lifestyle demands extra fuel for our automobiles, to heat our homes, to run our factories and to turn out the consumer products which are a big part of our life.

What would happen if we in Canada were actually willing and able to change our life-styles? Could the North and less populated areas be developed? We have a population problem given the concentration of people and major industries in a limited number of metropolitan areas. We share the food problem as it becomes the focal point

*This is a modified version of the paper presented at CUTHE in New Brunswick, June, 1977.

of a complex pattern of international relationships. To quote the RIO report again:

"There is no single cause of the world food problem. Part of the explanation is to be found in the operation of many of the world's international systems which deprive Third World countries of the opportunities to develop the resources required to meet their own food needs. Part can be found in the distribution of available food and, in particular, the emergence of meat eating in the industrialized countries as a consequence of affluence, a development which requires an enormous indirect consumption of grain to sustain it. It is also true that many Third World countries have themselves contributed, sometimes unwittingly, to the world food problem. In some cases they have not given domestic food production the priority it deserves, choosing instead to invest their scarce resources in their cities' 'prestige' projects. They have sometimes subordinated their food needs to those of the industrialized world, using some of their most productive areas for cultivating the cash crops required by the industrialized world rather than for producing their own food."³

Also part of the food problem can be attributed to the fact that the role of the family has been forgotten. I think it is safe to say that rural life in most countries revolves around the family. By family we mean a group of people linked to one another by common descent; (an extended rather than a nuclear unit) and having jurisdiction over certain spheres of their own lives. In Ghana, West Africa, for example, over two-thirds of the population are rural and engaged in farming.⁴ It is reported too, that 82% of the farms in 1970 were small scale family farms with an increasing female labour force. The type of labour normally associated with food farming is family labour, the males generally preparing land for planting, the females doing the planting, harvesting, carrying the produce home or to market, threshing and winnowing the grains. Men have been encouraged to go to school, to move into cash crop farming or wage earning occupations thus the burden of farm and domestic work has fallen on the women. A nutrition educator in northern Ghana has commented that the heavy work load of women and her primitive facilities limits the amount of time and energy available for cooking and care of children. Even after years of nutrition education the nutrition problem remains.⁵

In all countries food is the focal point of a complex pattern of relationships, beliefs and practices at family level. Food is used by men or women as an exchange commodity which can be sold for cash or given away as a part of a marriage contract or as payment of tributes. It is a symbol of prestige and good will in the everyday life of the family and a symbolic part of every social and religious event. It is used as a sign of an emotional relationship between people and those who feed them, and it is also a source of nutrients contributing to physical health. If we, as home economics educators, focus on nutrition, or on food preparation as isolated content areas and ignore relationships within the social environment at various levels (family, community, national and international levels) the food problem will not be fully understood or solved.

Similarly, housing, another of man's basic needs, is not just a technical or design problem. According to Rapoport "... the house stands for more than is generally assumed."⁶ It has to be looked at in relation to settlements and to landscapes which are part of a single system. Rapoport studied primitive housing in order to increase his understanding of total relationships of man's life, work, religion, use of space, labor and materials. His conclusions were that no single factor: climate and the need for shelter, technology, site, defense, economics or religion could explain house form. The houses he studied were more than utilitarian and always surrounded by symbolism. There were spaces for men, for women, for ritual and religion, for animals and a common space for the public — all arranged in a logical pattern which fit the groups "world view." Families

in Canada have a view as well, and a need to examine and contribute to housing alternatives.

The RIO report states that the world's urban population has doubled in the last 25 years and that it is expected to double again so that half the world's population might be living in cities and towns by the end of this century.⁷ This could mean a tremendous upheaval and concentration of poverty and disadvantage in the city. Population and development policies which foster rural development and modernization are proposed solutions. What do we know about the effects of migration and urban housing on family life? Would families remain in rural areas if they had employment opportunities and human services? Could we conserve energy by choosing new kinds of housing design such as solar-heated houses? Would families have fewer children if they had access to family planning, thus ultimately reducing the demand for housing? What is the effect of different housing arrangements on family life? These are some of the relationship questions that home economists might be equipped to answer.

Clothing is another need which is a component of man's near environment; one which perhaps has less recognition as a human need than food and shelter. However, clothing is a visible 'sign' to outsiders that a family is doing well, that they have importance, a 'place' in the community or a relationship to the group. Cloth tends to become a priority purchase as families move into a cash economy. Also, making clothing with one's own hands gives many people a sense of control and satisfaction; and dressmaking and trading in cloth are very important small scale industries in developing countries.

What kind of clothing will people in Canada wear if we become a conserving society? Will we go back to using more natural fibres? Where will we get our cloth and our ready-to-wear clothing? Will we support overseas industries? Will we purchase less; wear our clothes for longer periods of time? Will a new kind of consumption pattern reduce our need for fossil fuels? These are questions to ask and value decisions to make if we are concerned about the responsible use of energy, and support of the textile and clothing industry in developing countries.

THE ROLE OF HOME ECONOMICS

So far in this paper I have described some of the interrelationship between man and his near environment and included the interconnectedness with the larger world.

The interdependence of the elements of the human ecosystem was a concept that was stressed by Beatrice Paolucci in her address on the "Evolving Philosophy and Content of Home Economics" given at the IFHE Congress.⁸ According to Paolucci the profession's "... sphere of concern is the household (family) and that part of the immediate environment (house, neighborhood, community) that impinges directly upon household (family) members and is subject to management by them." At the Congress she presented us with an ecological model for viewing the interrelationships of family and the larger environment. It was a model which could help us understand a total-system approach and the need to integrate various content areas often treated as discrete. The feedback idea and the contribution to social and economic development (increased well being, fertility management, increased income and production and increased social equity) are concepts that transcend international boundaries and identify the mission of home economics. The field of home economics takes a value position with respect to development and creating a better quality of life for all people. This position and capability with respect to family life is unique and has international importance.

The uniqueness of home economics, however, lies in its development as a unified field not as a collection of specialties which are difficult to tie together. Vaines from the University of British Columbia presents this argument⁹. She states that home economics

has a central focus which is just evolving; that it is an area of study with a distinct conceptual organization which focuses on the *organic whole* of the family as an environment and the family in the near environment, thus supporting the founder's philosophy and the concepts of Paolucci.

It is a time when we in home economics might truly accept the definition of the founders of the profession:

"Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study especially of the relation between these two factors . . . "10

I note that the Faculty of Home Economics at the University of Alberta and the College of Home Economics of the University of British Columbia are developing interdisciplinary courses which enable students to explore and operationalize this definition also to bring in some global concerns.

Marjorie East in the 1972 Lake Placid conference elaborated on the definition stating that there are four parts:

"The first part establishes the level of abstraction as including attempts to find order and regularity (laws and principles), to examine empirical evidence (conditions), and to identify ultimate goals (ideas). The second, third, and fourth parts lay out for us the scope of the matter to be studied. They suggest concern for the close, intimate, everyday environment (immediate), for the actual and concrete (physical), for the inescapable and possibly predictable regularities (nature) of man's characteristic interaction with other men (social being). Further, and as the definition says, *especially*, home economics is the study of the relation between these two."11

She then explained that the 'relation' between the two: the environment and man, is the essence or center of home economics and it is this which we have neglected. That is, we have focused our teaching and our research on small fragments of physical environment — mostly on food, nutrition and clothing. In our attempts to become more humanistic we have added other fragments — the child and the family. But we are only beginning to examine the "whole", or the relationship between the two (eg. the relationship between living patterns, family management, food systems and nutritional status).

APPLICATION OF VILLAGE LEVEL

I first began to struggle with the idea of a total program when I left my specialization in clothing at the University of Guelph in 1963 and went to work for FAO in Malawi. My work in Malawi required that I help design a village level program for women within the context of community development.¹² I had never heard of community development before leaving Canada but the philosophy of going to the people, involving them in real-life decisions about every day needs, developing local leadership and problem solving skills so that people could grow in their capacity to use local resources stimulated me to re-think the contributions of home economics. I became a generalist again, helping people look at the whole of life and the near environment. Our capacity to interest village people and to join forces with the men helped us integrate nutrition into a total program, and helped our program succeed. Let me explain.

My work started by running 3-month courses for women, but by 1967 we had a 2-year training course for middle level community development workers — both men and women. The men and women took a number of courses together and others separately depending upon what was expected of them on the job. One of the things they

worked on together was an initial fact-finding survey to identify village and household problems. The food problem was accentuated by the lack of cooking and food storage facilities in the home. Since men were responsible for provision of housing and for decisions about the use of money we knew we had to involve them if any change was to be anticipated. On the issue of how to improve kitchens the students decided what was needed and who would do the work in testing a solution at the center. The women students learned principles of work centres, ventilation, how to draw a floor plan. They drew their plan, showed it to the men and talked about the size of the building, construction materials, and costs. The men students learned some masonry and principles of house construction. Then the men put up the frame of the kitchen at the training centre using the traditional methods and materials available in local villages. They included some shelves and a work surface according to the plan. The women smeared the walls and the shelves with mud and the men put on the thatched roof. In doing the work as a joint project at the training centre the women learned to articulate problems to the men and the men came to appreciate the difficulties of meal preparation, food storage and the importance of maintaining hygienic conditions. We talked about husband-wife roles and the roles of children in the home and it seemed a natural way to integrate subject matter on the family and to develop problem solving and interaction skills.

Both men and women were involved in the foods and nutrition classes too. In our first two weeks of class we had a group of about 40 men and women divided into smaller groups based on the Region from which they came to prepare lists of foods that they ate. Each group chose a leader to present the information to the whole class. They were really excited about the exchange of information on each other's food and learned a great deal about Malawi food habits in one afternoon. We had the information duplicated and handed out to students so they could use it in deciding what to grow in the vegetable garden and what to teach in cooking. Both men and women worked in the garden. Women prepared the food, had the men taste the dishes and take part in discussions about likes and dislikes, about availability of ingredients and about whether families in their home area would actually be able to prepare and serve the new dishes.

A film strip called "How to Feed Your Baby" made with the help of FAO, was used as one of the program items at the week long leaders courses for District Councillors and generated considerable discussion on the topic of nutrition among the men. The District Councillors were the influential leaders. They were able to explain and promote village level programs which they felt were of value.

It was a refreshing experience in Malawi to have the opportunity to develop an integrated program, to explore program ideas, curricula and approaches, to evaluate, revise and change what we were doing from year to year, to work with both men and women on problems which were related to the whole of family and community life. It is less easy to experiment in a formalized educational system such as the school or the university, when a set syllabus is followed. Students in formal school programs are expected to pass examinations and to live up to standards set by an outside examining body — the London School Certificate, or the West African Examination Council or the Academic Board of the University. At university, the tendency is to specialize and to leave the students to integrate subject matter on their own.

APPLICATION AT UNIVERSITY LEVEL

My final concern, therefore, is how to structure the curriculum at university level in such a way that the conceptual focus of home economics emerges. University programs differ and they should differ if they are to meet the needs of society in the places where they are located. You will note the University of Guelph no longer has a College of Home Economics but a College of Family and Consumer Studies. This change has

brought a wide variety of specialists to the college: specialists in business administration, marketing, architecture, textile science, child development, family sociology, social work, educational psychology, nutrition — to name a few. They bring a higher level of expertise in their subject specialties than the college ever had before, a wider choice of courses for students. As Dean Wardlaw stated in her talk to the participants of the IFHE workshop held in Guelph "We have not developed a program which can be said to relate to *one* professional area such as home economics, or one occupational classification, but to a wide range of career opportunities which have in common the needs of families and consumers."¹³ The one professional area, however, which I believe has the option of bringing various facets of family functioning into a "whole" as it deals with the natural and man-made environment is home economics.

A fairly recent but unspecialized program developed at the University of Ghana forced the conceptualization of home science (as the field is called in Ghana) as a single subject in order to fit the B.Sc. and B.A. pattern in the university's re-structured degree program. In the B.Sc., three alternative emphases were developed (1) home science combined with agriculture, (2) home science with foods and nutrition and (3) home science with emphasis on the family. In the B.A., home science could be combined with two arts subjects, then dropped at the end of first or second year. Thus an introductory course called "Introduction to Home Science" became available to a wide cross section of university students who would not otherwise have come to understand the scope of the program. The course content, however, is still evolving.

Recently a co-operative home extension/home management project with the Ministry of Agriculture has been developed in Ghana to help improve household technology, food production and storage, and extension approaches to rural women. The University Home Science Department had recognized a need and involved itself in research to help solve a problem which affects the majority of their own population; the rural families. It is clearly the kind of relationship problem which is the essence of home economics and might be tried elsewhere.

INTERNATIONAL INVOLVEMENT

I started this paper by stating that in home economics we had the obligation and the capability to help re-order the relationships between man and his world, between nations and people. We can do that through our curriculum, our research and our public action. Also with a home economics content that takes into account global concerns we can encourage involvement in various kinds of international exchanges.

The University of Guelph for example, has participated in a co-operative project with the University of Ghana for seven years now and has supported Canadian faculty members in the Department of Home Science throughout that period. Five Ghanaian students have taken their post graduate degrees in Guelph, two Canadian students carried out their research in Ghana for their master's degrees. There may be more opportunities ahead. According to the 1974 UNESCO report of home economics within the framework of formal education:

"There is a massive shortage of teachers of home economics which is most acute in the developing countries. The need to expand provision both for initial and for advanced level courses is of immediate importance. Technologically advanced countries must be prepared to make available, on a larger scale than at present, facilities for . . . courses which are open to students and to teachers from developing countries which lack provision adequate to their needs."¹⁴

The report also indicates the value placed on home economics education as a part of general education for living.

To conclude then, world food and energy shortages, consumption patterns in the western world, increasing poverty and dissatisfactions regarding economic power and individual alienation are the realities which oblige us to search for answers. Some of the answers will come through research, education and action here at home through the kind of home economics programs that helps us to see the "whole" rather than fragments of life. Some will come through our involvement in international programs here and abroad; but it is our action within the field of home economics in Canada which is an important issue.

"Responsibility to focus on the values, ethics and morals concerning production and consumption, distribution of wealth and resources, and the courage to take seriously the customs and traditions surrounding the rites of passage which define us as social beings all of which go into the amorphous quality which we call the quality of life".¹⁵

This is a summary statement made by Ned Gaylin guest speaker at the first Edna W. Park Lecture sponsored by the Household Science Alumnae Association of the University of Toronto in 1974. He is a person who stated that he became a convert to the field of home economics because of its potential to deal with the total needs of the family. If we can learn to do this in Canada we will have improved our international competence and involvement.

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A Change in Structure for C.H.E.A.

by Ann L. Harvey, Ph.D., Edmonton, Alberta

RATIONALE FOR CHANGE

In the 1976-77 membership year, C.H.E.A. had approximately 2000 members from across Canada. As the President pointed out in the last issue, we could have *seven* times that many members. For many non-members and unfortunately for some members as well, C.H.E.A. is an organization "out there, somewhere." It does not seem to relate closely to their professional lives.

Those of us who are excited about C.H.E.A. see it as a potential vehicle for speaking to issues of social concern — for presenting our informed viewpoint to legislators for the purpose of improving the quality of life in Canada. Our views should be seriously considered when legislation involving child care, nutrition, consumer issues, family law etc. is being drafted or revised. Leadership shown by the C.H.E.A. Metric Committee in the conversion to the metric system in Canada is an excellent example of the kind of

input our Association can provide to a current issue of importance to the country as a whole.

A strong professional group also provides information about new developments in the professional field, provides the opportunity for stimulating discussions about specialized concerns held by people sharing similar job responsibilities, and provides inspiration and motivation for going back to the job with the energy to realize more of the potential in that job.

C.H.E.A. already provides many of these benefits for some of us. For years, however, many C.H.E.A. members have felt that the structure of C.H.E.A. somehow was not providing the support that it could for our Association to achieve its goal of active involvement in the current issues facing our society.

In the fall of 1976, the C.H.E.A. Executive created a Structures Committee to look at the structure of C.H.E.A. and suggest how it could be improved. The committee worked on its assignment for one year and brought its report to the Board of Directors Meeting in Winnipeg, June 1977. Many revisions were suggested by the Board of Directors. The revised version was forwarded as a First Draft Report to the Annual Meeting of C.H.E.A. members for information.

PRINCIPLES AS A BASIS FOR CHANGE

To provide a basis for reviewing the existing structure of C.H.E.A., the Structures Committee drew up a set of *Over-Riding Principles*. They are presented below as revised and approved by the Board of Directors, June 26, 1977.

1. All members of the Board except for President, Past President and Secretary-Treasurer should represent a specific identifiable group of C.H.E.A. members.
2. The Board of Directors does not need to be any larger than it is currently and could transact its business more efficiently if it were smaller.
3. It is important to have members who are recognized as outstanding in their subject or professional field being elected to Chairman positions. It is also important to have regional representation.
4. It is more important to have an *active* committee in one corner of the country than it is to have an inactive committee with representation from all parts of the country.
5. It is important that the Executive speak for all the major interests of C.H.E.A.
6. It is important that people who want to be involved in C.H.E.A. committees have an open access to involvement.
7. It is important that people who fill positions in C.H.E.A. are elected and that they are chosen by peers who can assess their potential contribution to the job. (Members will choose the subject and profession section they most wish to be associated with and will vote for chairmen of those sections only.)
8. It does not matter in what part of the country committee chairmen live, so long as they have clear-cut communication with Executive through one specific member of Executive.

The major thrust in the Principles is one of action. Provision of information at the time of decision-making, authority to make decisions from a wide representative base, and input into decisions from those who want to have input and from those who have unique expertise in the decision area all contribute to an active mode in an association with the least possible delay.

A second thrust in the Principles is involvement of members. Involvement not only contributes to total action taken by the Association but also provides an opportunity for individuals to gain personal satisfaction from the contacts they make and the sense of personal value to be gained from feeling one is involved in a group that is doing important things, that is noticed for its contribution, and that has an impact on "the way things are."

MAJOR CHANGES

To bring the structure of C.H.E.A. into line with the Principles, some initial changes are proposed. Provincial Directors will continue to sit on the Board of Directors and will have specific functions to carry out including liaison with local groups, providing leadership in the submission of nominees for elected offices, actively assisting the Membership Committee in its responsibility to increase membership, serving on one of the Structure Committees which handle C.H.E.A. business and contributing on a regular basis to the C.H.E.A. Newsletter.

We are recommending that Chairmen of Standing Committees (except for the Finance Chairman) no longer sit on the Board but rather that they operate in close liaison with the President-Elect who will represent them on the Board and on the Executive. Currently the President-Elect has no specific responsibilities other than to prepare as much as possible to be President. Currently the Executive has only a few Committee Chairmen sitting on it making it difficult to discuss concerns of all the other committees who are not directly represented. The recommendation that the President-Elect be the chief liaison for all Standing Committees gives the President-Elect an excellent pre-President training opportunity and guarantees all Standing Committees open communications with Executive.

The remaining major change included in the First Draft Report presented to the Annual Meeting represented a substantial departure from the current structure. The proposal was to form a number of Subject Sections¹ (of which every C.H.E.A. member would join one) and a number of Profession Sections² (of which every C.H.E.A. member would join one). The rationale was that these relatively small definitive groups would be an ideal base for informed response to issues of concern and a rational unit for shared communications of particular interest to the group.

The idea was tested at the Annual Meeting by asking members to fill in a brief form indicating the groups they might choose and to make any supporting comments they might wish. The results indicated the need for serious rethinking of the proposal. A compromise solution had not been worked out by the Structures Committee at the time of writing. It is included in the Second Draft Proposal now under discussion.

MINOR CHANGES

Other proposed changes of a more minor nature include the identification of specific professional organizations³ as Liaison Groups. Such groups would have a representative

-
1. Suggested Subject Sections include: Consumer Economics and Home Management, Family and Human Development, Food and Nutrition, Housing and Design, and Textiles and Clothing.
 2. Suggested Profession Sections include: Business & Media, Education, Extension, Universities and Colleges, and Social Services.
 3. Suggested Liaison Groups include: ACHES, C.D.A., CUTHE, I.F.H.E.

sit on the Board of Directors with Visitor Status. To qualify as a Liaison Group an organization would (a) be allied with C.H.E.A. in nature, (b) function independently of C.H.E.A. and (c) possibly share members with C.H.E.A.

A further recommendation focuses on the committees of C.H.E.A. and identifies the following committees as *Structure Committees*:

International Development

Journal

Legislation and Constitution (also responsible for Structure of C.H.E.A.)

Membership and Admissions (also responsible for College Clubs)

Nominating

Professional Development

Resolutions

Scholarship and Awards.

We have suggested that the Executive Director should serve on all Structure Committees. In addition we recommend that the Public Relations function and the Archives function could best be carried out by the Executive Director, rather than by committees as is currently the practice.

Other committees currently operating within the C.H.E.A. framework such as the Education Committee, the Family Life Committee etc. would fall within the responsibilities of the proposed sections unless the section concept is abandoned.

TIMETABLE FOR DISCUSSION

The strategy for refinement of the First Draft into a Final Draft acceptable to the membership of C.H.E.A. is as follows. As of July, 1977, the Structures Committee was expanded to include members from 6 provinces. Their revision of the First Draft based on the Annual Meeting response and directives from the Board of Directors constituted the Second Draft.

The Second Draft has been circulated to Chairmen of all affiliated groups and all joint-fee groups, to Chairmen of all C.H.E.A. Committees, to all Board Members and to all Past Presidents. The individual members of C.H.E.A. are urged to participate in the discussions of the Second Draft currently being considered by all the above groups and officers. Should any member not be in direct communication with any of the named groups or officers, she should contact the national office immediately for a copy of the Second Draft Report and communicate her reactions personally to the Structures Committee Chairman.¹

The deadline for feedback on the Second Draft Report is *November 15, 1977*.

The Third Draft will incorporate suggestions received on the Second Draft and will also include Terms of Reference for all Committees and Offices in the Association. It will be distributed via the same communication lines used for the Second Draft in early February with a deadline for reaction in early April. The Final Report will be mailed to all C.H.E.A. members for their consideration at least 30 days before the Annual Meeting in 1978.

1. Dr. Ann L. Harvey, Department of Secondary Education, University of Alberta, Edmonton, Alberta T6G 2G5

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Improving Food Utilization in Developing Countries

by Jean M. Steckle, Ph.D.¹

To improve the quality and quantity of food available for households in the developing countries a different approach to food technology and marketing is required to that used in industrial countries. In the primarily rural, developing countries, the majority of the population is directly involved in producing, storing, processing and preparing their own food. Only 15 to 25 percent of the total food production of these countries moves into commercial channels.

This paper describes the problems associated with food utilization, outlines examples of desirable food policies and technologies and shows how women working in their own self-interest can improve food systems, within the framework of the domestic issues which underlie regional and national food shortages in developing countries.

In these countries the drudgery women face in all aspects of living is well known. The professional women cited throughout this paper and others like them are bringing the food utilization issue to the attention of policy makers in government and industry. Until now interested individuals and groups in the less industrialized countries have had small success in persuading their leaders of the importance of improving local food utilization systems within the overall development of their nations' agro/food industries.

The background of this study is the XIII Congress of the International Federation of Home Economics held in Ottawa, July 1976, at which time economists from Africa and Asia described their respective food utilization situations.

¹ Jean M. Steckle, Ph.D., Nutrition Consultant, Medical Services Branch, Health and Welfare Canada, Ottawa. Previously Dr. Steckle was a nutritionist with FAO & Canada's International Development Research Center, primarily in Africa. Dr. Steckle served as the secretary for the panel on food utilization of the XIII Congress of the International Federation of Home Economics, Ottawa, July 1976.

**Problems Associated
With Food Utilization:**

Increasingly, throughout Africa and parts of Asia, a high percentage of food is lost through poor storage. The price of the remaining food rises and the consumer cannot afford it. Cheap processed foods to "fill the belly" are not the answer: Sophisticated advertising in the Third World is undermining the poorest families by promoting high priced, low nutrient "status foods" — particularly beverages and infant foods — to the detriment of developing potential marketing systems for locally produced nutritious foods.

In many African and Asian countries production is seen as a marketing issue. As a result, government crop promotion schemes downplay the production of protein-rich foods such as legumes, nuts, millet and peas in favor of their high priority cash crops like sugar, cotton, tea and coffee. Ironically, money received by rural families from the sale of cash crops cannot always put food on the table because adequate food supplies may not be available in the community.

Dr. Julia O'jiambo, Kenyan nutritionist and Assistant Minister for Housing and Social Services, believes consumers need more say in the national production process. She says the problem is urgent and encompasses all stages from farm to table. Dr. O'jiambo wants nutritionists to be included in the decision making process concerning all aspects of the food system.

**Traditional Methods
and Modern Technology:**

Mrs. Florence Dovlo, Senior Research Officer, Food Research Institute in Ghana, emphasizes the importance of incorporating traditional food processes in schemes to modernize the food industry in Africa. This helps to ensure acceptance of new foods by tradition-oriented rural populations.

By studying traditional methods of food storage, for example, it is possible to find the scientific explanation for their success and adapt them to labor saving technology. This in turn will bring traditional foods into the competitive marketing and distribution systems of Africa and, at the same time, eliminate much of the needless work which traditional food processing in the home imposes on women.

The process developed for cassava (manioc) illustrates how a staple root crop has been made more acceptable to the consumer. Throughout West Africa cassava is processed into gari, a staple food high in calories, easily stored and convenient to use. The pulp of freshly peeled cassava roots, mechanically grated, is packed into burlap bags to allow seepage. Stacked and weighted, the sacks of grated cassava drain off excess moisture and allow controlled fermentation of the cassava dough. Finally, the cassava dough is aerated and sifted through a coarse palm sieve prior to roasting and drying.

**Food Cooperatives in
Japan — Food Policy to
Meet Nutritional
Requirements:**

When large industrial food processing and distribution systems are present, as in Japan, there can also exist complementary community, cooperative or small family businesses to process food.

Mrs. Matsuyo Yamamoto, Director of the Research Institute for Total Life Development in Japan, believes there are many benefits from such a dual system based on interdisciplinary cooperation. The system would take into account both the production and consumption components of food utilization, and include consideration of food habits and cooking practices.

Even in a country as highly industrialized as Japan, this system can work to bring down prices while raising the average level of nutrition. In Japan rising incomes resulted in new tastes and interests in food. A demand was created for more variety in the diet, which at times required importation of unseasonable foods shipped by air. The resulting high transportation costs had an impact on the food distribution system with the result that food prices in Japan have risen steadily in recent years. This trend prompted the government to take a new look at proposals to keep food prices down. It seemed appro-

appropriate, for example, to limit and stabilize certain kinds of fresh foods such as vegetables and some protein foods selected for daily use. Also, the decision to encourage food production in assigned areas not only cut food production costs but reduced long distance transportation and storage costs for surplus food.

Japan has shown that the small farm processors can exist side by side with large industrial food plants. They must, of course, be coordinated and woven into one organized system. Policies to encourage such developments within existing market systems should receive priority wherever they are needed.

A food policy directed to meet nutritional requirements is being tested by rural cooperatives in Japan. The recognized need was the establishment of cooperative cooking facilities to prepare family meals during the busy agricultural season when women did not have time to cook. Cooperative cooking led to using the facilities for cooperative freezing to enable the storage of abundant supplies of fresh vegetables for later use. Planned agricultural production was the completing link in the cooperative food use chain: choosing nutritious foods to produce, market, freeze and use in the meals preferred by rural families in the cooperative.

Selecting the Technology:

The choice of an appropriate food processing technology must take into account the rural setting, and the small groups of people involved. This is the approach to research programs, supported by Canada's International Development Research Centre, described by R. S. Forrest during the XIII Congress of the International Federation of Home Economics.

Grain Milling:

Grain processing is an example of the importance of choosing the correct degree of technological sophistication. The traditional systems depend on daily threshing, cleaning, milling and processing, which is laborious and time consuming.

Small hammer mills and plate mills have been introduced throughout Africa and Asia to relieve some of the drudgery of milling while still enabling a community to use its own grain. Before the grain is brought to the mill, it is threshed and cleaned, and often soaked to make it easier to dehull and clean. This flour produced has a short shelf life due to too high moisture content. Current research is exploring dry cleaning and dehulling methods; the use of both the attrition and abrasive type mills. To date, the abrasive type appears more successful for the small community mills. Northern Nigeria selected the abrasive type mill for dehulling and the hammer mill for flour processing in a total system which processes approximately two tons of grain per day for the local market. Different qualities of flour are produced according to the types used in local cooking, established from a consumer preference study which indicates the kind of flour people want and how they want it packaged. This study was done in conjunction with a test kitchen established at the mill, where local home economists maintain quality control on the mill products. New products are tested within the community, to serve the community.

Cowpea Flour:

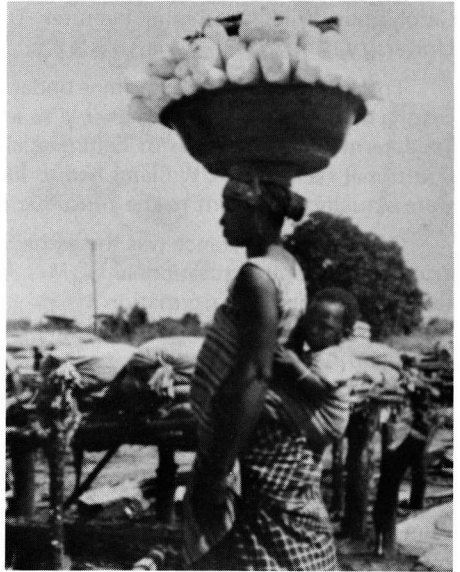
The success of dehulling millet led local women to believe that the process could also be used for cowpeas ^{1/}. This grain legume is widely used in Africa as a major source of protein, yet it is tedious to process for household use. Cowpeas were tested in the experimental milling system and with some modifications it was found possible to process cowpea flour on a commercial scale. Cowpea processing is a major industry in Western Nigeria, managed entirely by household food processors and vendors. There are about 20 varieties of cowpeas on the market.

^{1/} Cowpeas: Southern black eyed peas; *Vigna unguiculata*.

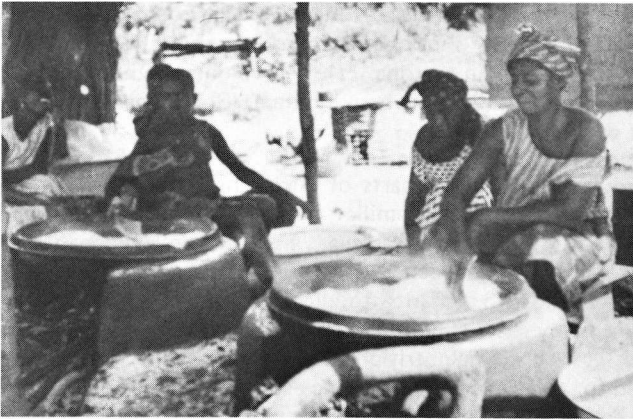
Preparing Gari from Cassava Roots in Ghama, West Africa.



Stage 1



Stage 2



Stage 3

The drudgery faced by women in developing countries can be alleviated and nutritional benefits can be realized through improvements to local food utilization systems.

Innovations are readily accepted when the people who are to be affected by them have had a hand in developing them. The technology is evident in the communities where the local people have been helped to identify problems and to choose solutions. The methods of implementing flexible food processing systems, adaptable to local community needs deserve more attention by all levels of government in the developing countries.

One of the most innovative food management and utilization research projects carried out in Africa was done on cowpeas ^{1/}. It was described at the Congress by Mrs. Carol Ebun Williams, Senior Lecturer, Department of Agricultural Extension Services, University of Ibadan, Nigeria.

The problem was to determine under what conditions new cowpea varieties and processing methods would be acceptable to a largely non-literate rural population in Nigeria. To determine which types of commercially produced cowpea flour would work best in traditional recipes Mrs. Williams had to identify the characteristics of the product which were actually significant to the consumer making a decision to purchase.

Of crucial importance was the gathering of data on which to base recommendations. Prior to developing questionnaires, Mrs. Williams used the techniques of participant observation to obtain information on processing and utilization. Observers worked with the vendors, for example, participating in their tasks and asking questions. Both structured and unstructured questionnaires were developed from this data base for use with different population samples. The structured questionnaire could be used to advantage with a large sample using an interpreter in non-literate communities. The open-ended questionnaire could be used with the semi-literate, in a smaller sample to gain more insight into specific aspects of processing. Public opinion surveys were also used to test the acceptability of traditionally cooked products using commercially processed cowpea flour. In carrying out studies with rural people two major difficulties arose: (1) The interviewers were perceived as "the elite" — the interviewees did not welcome this type of probe into their domestic lives; (2) where businesses were interviewed, there was the fear of the taxman if correct information was given.

The results of the study are interesting. Whereas crop breeders and producers preferred the high yield, smooth skin cowpea, consumers preferred the lower yielding rough skinned variety for four main reasons: (1) high volume (some varieties triple in volume when soaked and cooked); (2) short cooking time; (3) easy peelability of skin; (4) foaming capacity of the paste.

Research and Education the Bennimix Solution:

In all parts of Africa preferred foods are based on grains such as millet, maize and rice or on the starchy staples including cassava, yam, plantain and bananas. This dietary pattern has resulted in a high incidence of protein deficiency throughout the continent, more seriously found among infants, toddlers and pregnant and lactating women. Research studies, in many cases community or country specific, provide ample evidence of the extent and severity of malnutrition. Equally important, nutritional standards have been established for Africa and the deficiencies compared against the standards. Yet few countries have embarked on consumer studies which could result in the modification of agricultural production, processing and distribution and the establishing of systems to meet dietary requirements within communities or regions.

Commercial food processing is a new industry in Africa and the technical expertise for its development is lacking. Pamela Thompson Clewry, Head of the Home Economics Department, Njala University College, University of Sierra Leone considers household size industries can grow to commercial scale production units if village women are trained to operate them. This also requires the training of food technologists in simple industrial processing methods, as well as home economists and nutritionists able to identify and describe local cooking procedures.

An example of a new food introduced and produced both cooperatively and indus-

^{1/} "Choice of Cowpeas in Western and Kwara States Headquarters and Areas of Nigeria". Department of Agricultural Economic and Extension, University of Ibadan, Ibadan, Nigeria, June 1974.

trially is Bennimix. It was developed as a nutritious supplementary infant food prepared from subsistence farm crops in Sierra Leone — rice, benniseed (sesame) and ground nuts — hand-pounded to make a flour meal. When cooked it is very tasty and children thrive on it. To reduce the household drudgery of preparation, women formed small cooperatives to produce Bennimix for their members on a weekly or monthly basis. The Sierra Leone Government came to their assistance and established a pilot plant to manufacture Bennimix which it now sells fairly regularly at subsidized prices as a community service. The National Development Bank of Sierra Leone is examining the economic feasibility of manufacturing the food commercially and marketing it through usual channels. Now a mother has the choice of preparing her own infant food, buying it pre-mixed in bulk through the cooperative, or buying it in small attractive packages in the shops.

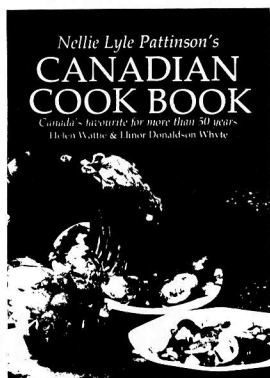
To date, emphasis has been given to maternal and child health programs by government, non-governmental and international agencies. Data from these programs indicate that the incidence of protein malnutrition in Africa is still high and a large proportion of food items used still have to be imported into the regions or distributed through food aid programs. There is, therefore, an urgent need to hasten policy decisions for the development of local food processing and distribution systems. The success of developing these systems depends on careful analysis of the local crop production potential to meet nutrition standards and consumer preferences. Existing training facilities to train food technologists within the region on a interdisciplinary basis with scientists concerned with crop production, nutrition and consumer food habits and preferences, need to be expanded. Not only are professional courses required, but on the job training for the small business operators and courses for the paraprofessional are needed to meet the extensive demands in setting up a more realistic approach to food processing and distribution systems consistent with consumer food preferences and needs.

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Clothing Values and their Relation to Personality and Background in Selected Groups of Canadian University Women

Authors

Sister Greta Conrad, Assistant Professor of Home Economics at Mount Saint Vincent University, Halifax, Nova Scotia.

Dr. Barbara Densmore, Associate Professor of Clothing and Textiles, The Pennsylvania State University, University Park, Pennsylvania.

This research report is based on the doctoral thesis of Sister Greta Conrad, and was completed during the summer of 1973 at The Pennsylvania State University under the direction of Dr. Barbara Densmore.

Abstract

Subjects for the investigation consisted of 100 English Canadian and 82 French Canadian university women. Measures used in the collection of data consisted of the Mendoza (1965) Clothing Values Measure, the Cattell and Eber Sixteen Personality Factor Questionnaire (1962) and a demographic measure. Results indicated that the English Canadians were significantly higher in the political clothing value and were more enthusiastic and self-controlled in personality. The French Canadians were significantly higher in the aesthetic clothing value and were more dominant, conscientious and imaginative in personality. In each group of subjects correlations existed between clothing values and personality factors, and such demographic variables as age, curriculum, campus residence, extracurricular activities, father's income and parents' education were influential in determining clothing values.

Acknowledgements

The researcher expresses gratitude to the professors at the various universities for their assistance in the administration of the questionnaires. Gratitude is also expressed to Mrs. David Mahoney for the French translation of the measures used in this study.

Introduction

In past years, the investigation of socio-psychological aspects of clothing behaviour has concentrated chiefly on American women with a few studies being undertaken in Canada, where the unique situation of two major populations, French Canadian and English Canadian, exist. It has been recognized that value differences exist between English Canadians and French Canadians. Aellen and Lambert (1969, p. 74) stated that the "English Canadians . . . (are) . . . repeatedly being said to be more materialistic than French Canadians." Carson (1969) noted that the English Canadians showed great concern about impressing others and gaining their approval, while French Canadians were relatively unconcerned. Honigman (1954), Desbarates (1965) and Elkin and Hill (1965) found an aesthetic quality in the French Canadians. Wade (1963) detected a theoretical tendency in the French Canadians and a practical tendency in the English Canadians.

In the research of Lapitsky (1961) and Mendoza (1965), a significant relationship was found to exist between general values and parallel clothing values. The general values, in these studies, were based on the Allport, Vernon, Lindzey 'Study of Values' which was designed to measure the relative prominence of six basic interests or motives in personality: theoretical, economic, aesthetic, social, political, and religious. Clothing values referred to the wishes, desires, interests, motives, or goals which an individual considers worthwhile and are thus major determinants of attitudes and behaviour in relation to clothing choices and usages. From the results of these studies, it could be assumed that a study of clothing values should reveal an individual's general values and contribute to the understanding of their clothing choices and usages.

The purpose of the present study was to investigate values related to clothing and personality factors of a French Canadian and an English Canadian sample of women to determine:

1. Differences in the rank order of clothing values.
2. Differences in personality factors.
3. Similarities and differences in the pattern of relationships between clothing values and personality factors.
4. Similarities and differences in the pattern of relationships between clothing values and demographic variables.

Methods

The sample for the study consisted of 100 English Canadian and 82 French Canadian university women from the disciplines of Liberal Arts, Science, Home Economics, and Business Administration. The English subjects were randomly selected from a Maritime University and were contacted personally by the researcher. The French subjects were volunteers obtained by professors in the various disciplines at Maritime and Quebec French-speaking colleges and universities.

Data were obtained by means of questionnaires. These were administered to the English Canadian subjects by the researcher. Subjects came to an assigned area to answer the questionnaires or returned a completed questionnaire in a specified time. Questionnaires, translated into French, were mailed to the professors at the French-speaking universities who were participating in the obtaining of the sample. Administration of questionnaire was similar to the method used for the English sample, and completed questionnaires were returned, by mail, to the researcher.

Measures used included: Mendoza's (1965) Clothing Values Measure, Cattell and Eber's (1962) Sixteen Personality Factor Questionnaire and a Background Information Sheet. The Clothing Values Measure dealt with eight basic values, namely, aesthetic, theoretical, economic, exploratory, social, religious, sensuous, and political. It consisted of two parts, one using alternate answer statements, each relating to a specific value, and one with rank-order preference.

The Cattell and Eber Sixteen Personality Factor Questionnaire is a standardized test designed to indicate traits of personality and is described according to the score obtained on each factor. Scores are distributed over ten equal points with a fixed mean at 5.5. The factors included in the test are as follows:

Factor	Low Score	High Score
Factor A	reserved	outgoing
Factor B	less intelligent	more intelligent
Factor C	emotional	emotionally stable
Factor E	submissive	dominant
Factor F	sober	enthusiastic
Factor G	expedient	conscientious
Factor H	timid	adventurous
Factor I	tough	sensitive
Factor L	trustful	suspicious
Factor M	practical	imaginative
Factor N	simple	sophisticated
Factor O	confident	insecure
Factor Q ₁	conservative	experimenting
Factor Q ₂	group dependent	self-sufficient
Factor Q ₃	uncontrolled	controlled
Factor Q ₄	relaxed	tense

Results

Subjects ranged in age from 18-25 years with a mean age of 20.09 years for the English Canadian group and 20.56 years for the French Canadian group. The majority of subjects, 67% of the English Canadian and 61% of the French Canadian, did not live in campus residences. Sports and cultural activities were the chief extracurricular activities of both groups of subjects. The father's occupational level was ranked according to

the Hollingshead Occupational Scale (1957). The mean rank for the English Canadian group included minor professionals, clericals, sales workers and owners of small businesses and skilled manual employees. Distribution of subjects according to parents' education indicated that for the English Canadian group, the mean educational level for both the father and the mother was that of high school graduate. In the French Canadian group, the mean educational level for the father was that of high school graduate, and for the mother, was that of a partial high school.

Results according to the four points under investigation are:

1. Differences in clothing values.

The English Canadians ranked the clothing values, from the highest to the least important, as follows: sensuous, aesthetic, economic, exploratory, theoretical, social, religious and political. The rank-order for the French Canadians was similar, with the first and second clothing values and the seventh and eighth clothing values reversed (Table 1). These similarities in rank order could possibly be due to the influence of mass media to which both cultures are subjected and to the change in values held by individuals during the past decades.

A comparison of the clothing value mean scores indicated that the English Canadians were significantly higher on the political clothing value, while the French Canadians were higher on the aesthetic value (Table 1). These results are supportive of observations made, in past studies, of differences between the two cultural groups. The political orientation of the English Canadian was indicated by Carson (1969) who depicted the English Canadian as "greatly . . . concerned about the impression he makes on others . . . (and) . . . will buy particular brands to suggest affluence" (p. 18, 20). The aesthetic orientation of the French Canadians was indicated by Honigman (1954) who noted their good taste in dress, and Desbarats (1965) who spoke of their natural elegance and chic. Elkin and Hill (1965) also described the French Canadian women as more fashion conscious and artistic than the English Canadian women.

Table 1. T-test of Differences of Means of Clothing Values Between Both Groups and Rank Order of Clothing Values for Each Group.

Clothing Values	English Canadian			French Canadian			t
	Mean Score	Standard Dev.	Rank Order	Mean Score	Standard Dev.	Rank Order	
Sensuous	63.14	10.97	1	63.19	10.27	2	.04
Aesthetic	60.55	9.06	2	65.43	12.10	1	3.02*
Economic	60.31	10.86	3	60.72	10.98	3	.25
Exploratory	56.98	9.31	4	55.16	8.90	4	1.35
Theoretical	50.00	8.30	5	52.17	8.54	5	1.73
Social	45.36	11.18	6	42.80	9.95	6	1.63
Political	44.67	12.15	7	39.28	12.15	8	2.98*
Religious	3.25	13.70	8	40.74	12.57	7	1.28

*p<.01

2. Differences in personality factors.

As shown in Table 2, the English Canadians were significantly more enthusiastic (Factor F) and self-controlled (Factor Q₃), while the French Canadians were significantly more dominant (Factor E), conscientious (Factor G) and imaginative (Factor M). It is surprising that so few significant differences were found between the two groups of subjects. Also, the mean scores within each cultural group do not vary greatly thus indicating that no extreme personality trait is found in either group. These findings give only mild support to previous theories concerning the characteristics of the two cultural groups. The discrepancy may be due to differences in age and social milieu, for the majority of previous character descriptions were based on older and possibly more mature subjects from a more varied social milieu.

Table 2. Significance of Difference Between Mean Scores of English Canadian and French Canadian Groups for Each Personality Factor.

Personality Factors	Mean Scores				t
	English Canadian		French Canadian		
	Mean	S. D.	Mean	S. D.	
A (outgoing)	5.02	1.70	4.57	1.80	1.71
B (intelligent)	5.94	1.99	5.62	1.99	1.07
C (stable)	5.59	1.84	5.45	1.83	.51
E (dominant)	4.99	1.78	5.54	1.76	2.08*
F (enthusiastic)	4.82	1.69	3.98	1.52	3.54*
G (conscientious)	5.39	1.81	6.17	1.90	2.82*
H (adventurous)	5.06	1.85	5.22	1.83	.58
I (sensitive)	5.37	1.91	5.32	2.30	.17
L (suspicious)	5.54	1.92	5.50	1.93	.14
M (imaginative)	5.81	1.88	6.56	1.88	2.68*
N (sophisticated)	5.81	2.06	5.99	2.04	.58
O (insecure)	5.52	1.96	5.46	1.70	.21
Q ₁ (experimenting)	5.65	1.82	6.12	2.05	1.62
Q ₂ (self-sufficient)	6.05	1.73	5.77	1.84	1.06
Q ₃ (self-controlled)	5.50	1.91	4.74	1.75	2.78*
Q ₄ (tense)	5.55	1.71	5.52	1.74	.10

* $p < .05$

3. Similarities and differences in the pattern of relationships that exist between clothing values and personality factors.

Pearson product-moment correlations were calculated to determine the relationships existing between the variables for each group of subjects. The significant correlations are shown in Table 3. In the English Canadian group, significant positive relations were found between the exploratory clothing value and A (outgoing) personality factor; religious clothing value and B (intelligent) personality factor; aesthetic clothing value and E (dominant) personality factor; economic clothing value and G (conscientious) personality factor; theoretical clothing value and I (sensitive) and M (imaginative) personality factors. Significant negative relations were found between the religious clothing value and E (dominant) and N (sophisticated) personality factors; aesthetic clothing value and G (conscientious) personality factor; economic and sensuous clothing values and M (imag-

inative) personality factor; exploratory clothing value and Q₂ (self-sufficient) personality factor.

In the French Canadian group, significant positive relations were found between the economic clothing value and G (conscientious) personality factor; political clothing value and N (sophisticated) personality factor; sensuous clothing value and Q₃ (self-controlled) personality factor. Significant negative relations were found between the religious clothing value and B (intelligent) personality factor; economic clothing value and E (dominant) and Q₂ (self-sufficient) personality factors; sensuous clothing value and E (dominant) and Q₄ (tense) personality factors.

The review of literature gave little empirical data relating clothing values and personality factors, therefore, in the present study it was interesting to find so few correlations existing between these variables in each group, and only one similarity in both groups of subjects. The economic clothing value, with its practical and conservative use of money in clothing usage, might be expected to relate to the G (conscientious) personality factor, which is dominated by a sense of duty, responsibility and consistency.

Table 3. Pattern of Relationships Between Clothing Values and Personality Factors for Both Groups of Subjects.

Personality ^a Factors	Clothing Values ^a						
	Polit	Econ	Sens	Expl	Aesth	Relig	Theor
English Canadian (N = 100)							
A (outgoing)				.21*			
B (intelligent)						.25*	
E (dominant)					.34*	-.21*	
G (conscientious)		.24*			-.38*		
I (sensitive)							.20*
M (imaginative)		-.26*	-.21*				.20*
N (sophisticated)						-.26*	
Q ₂ (self-sufficient)				-.24*			
French Canadian (N = 82)							
B (intelligent)						-.23*	
E (dominant)		-.31*	-.28*				
G (conscientious)		.32*					
N (sophisticated)	.36*						
Q ₂ (self-sufficient)		-.27*					
Q ₃ (self-controlled)			.22*				
Q ₄ (tense)			-.29*				

^a only Factors and Values having a significant correlation are listed here.

* $p < .05$

4. Similarities and differences in the pattern of relationships that exist between clothing values and demographic variables.

In each group of subjects Pearson product-moment correlations were calculated to determine the relationship existing between clothing values and the demographic variables scored on a continuum. Few significant relationships were found in each group. In the English Canadian group, age was positively related to the exploratory clothing value, and negatively related to the social clothing value. In the French Canadian group, father's occupation was negatively related to the political clothing value. The parents' education was negatively related to the economic clothing value and positively related to the religious clothing value.

Certain demographic variables could not be scored on a continuum, therefore to determine the effect of curriculum, campus residence and extra-curricular activities on the clothing values of each group, a one-factor analysis of variance was computed for each demographic variable. Few significant differences in clothing value mean scores were found on the basis of these variables.

On the basis of curriculum, in the English Canadian those enrolled in Home Economics were higher on the economic clothing value ($F=2.79, p<.05$); and those enrolled in Liberal Arts were higher on the exploratory clothing value ($F=4.46, p<.01$). In the French Canadian group, subjects enrolled in Science were higher on the aesthetic clothing value ($F=5.01, p<.01$); those enrolled in the Liberal Arts were higher on the religious clothing value ($f=7.60, p<.001$), and those enrolled in Business Administration were higher on the social clothing value ($F=3.67, p<.01$).

On the basis of extracurricular activities, only one significant relation was found. In the English Canadian group, subjects interested in sports were higher on the economic clothing value ($F=4.12, p<.01$).

On the basis of campus residence, in the English Canadian group, subjects living in residence were higher on the social clothing value ($F=3.97, p<.05$), while non-resident subjects were higher on the sensuous clothing value ($F=4.42, p<.05$). In the French Canadian group, subjects living in residence were higher than non-resident subjects on the social clothing value ($F=2.92, p<.05$). This relationship between living in residence and the social clothing value was the only similarity found in both groups. The social value refers to the desire to be dressed similarly to others and not appear more fashionably or expensively dressed than ones friends, therefore one might expect to find those living in campus residences to be higher in social clothing value orientation, and this was evident in both groups of subjects.

Conclusions and Recommendations:

The results suggest the possibility that the two groups of subjects may differ in their orientation to clothing and in personality factors. Also, in each group of subjects significant relationships may exist between the clothing values and relationships may exist between the clothing values and personality factors, and demographic variables such as age, curriculum, campus residence, extracurricular activities, father's occupation and parents' education may be influential in determining clothing values. It was indicated that in the two groups of subjects more differences than similarities existed in the pattern of relationships between the test variables. This may be explained in the assumption that individuals as well as groups are affected by their culture, family, associates, environment and experiences, and these forces play an important part in the development of personality and value orientations. Both groups of subjects were under the influence of varying affective forces and this may possibly give some explanation to the differences existing in the pattern of relationships between the test variables.

The findings of the study could be used by teachers of clothing behaviour to acquaint students with the possible influence of culture and environmental forces on per-

sonality and value orientations, thus instilling greater insight and understanding of the behavioural aspects and characteristics of individuals of different cultures. Retailers and merchants could take note of the clothing values that seem to be important to Canadian university women, namely aesthetic, sensuous and economic, and thus provide for them garments that are attractive, comfortable and reasonably priced.

Due to the exploratory nature of the study, and the limited number of subjects used, generalizations cannot be made concerning clothing values and personality of English and French Canadian women. Further study, however, would seem likely to yield some insight into clothing values and personality differences between English and French Canadian women. Also, additional studies could give deeper insight into the relationship between personality and clothing values.

RÉSUMÉ

LA VALEUR DU VÊTEMENT PAR RAPPORT À LA PERSONNALITÉ ET AUX ORIGINES ETHNIQUES DES FEMMES UNIVERSITAIRES CANADIENNES.

Les sujets choisis pour cette recherche furent sélectionnés parmi les femmes universitaires canadiennes et se composaient de 100 personnes d'origine anglaise et de 82, d'origine française. Les mesures utilisées dans le rassemblement des données sont celles du "Mendoza (1965) Clothing Value Measure", "du Cattell et Eber Sixteen Personality Factor Questionnaire" (1962) et d'une mesure démographique individuelle de ces sujets. Les résultats indiquèrent chez la dame d'origine anglaise, une supériorité marquée dans la valeur politique du vêtement, l'enthousiasme et la maîtrise personnelle. Par contre, les Canadiennes françaises montrèrent une supériorité indéniable dans l'esthétique ou le bon goût du vêtement et dominaient aussi au point de vue d'imagination et de délicatesse dans la mise en valeur de leurs attributs. Dans chaque groupe de sujets il y avait corrélation entre la valeur du vêtement, les facteurs de la personnalité, et une variété d'éléments démographiques tels que l'âge, le programme d'étude, la résidence à l'université, les activités autres que celles de leur programme d'étude, l'état de fortune du père, et l'éducation des parents étaient autant de facteurs d'influence déterminant la valeur du vêtement.

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WHAT'S NEW

by: *Patricia S. Mascaluk*

HOTPOINT APPLIANCES SUCCESSOR TO WESTINGHOUSE

A new line of major appliances under the brand name of Hotpoint is being introduced as a successor to Westinghouse to retailers across Canada.

CAMCO (Canadian Appliance Manufacturing Company) was formed this year by the merger of the major appliance operations of Canadian General Electric, GSW and recently Westinghouse.

The majority of dealers — presently holding a Westinghouse franchise will likely become Hotpoint dealers.

Majority of Hotpoint products will include major appliances for kitchen, home laundry, air conditioners, humidifiers, etc. These will be manufactured in plants at Montreal, Weston, Hamilton, Orangeville, and London.

Be on the lookout for Hotpoint's advertising to the tune of \$2.5 million on billboards, advertisements on radio stations, brochures and local promotion activities.

Write to Hotpoint Appliances, 175 Longwood Road South, Hamilton, Ontario, L8N 3K2, for more information.

CASSETTE TAPES AS A LEARNING RESOURCE

Cassette tapes have the potential of communicating the latest information in all aspects of Management & Home Economics. They save time and energy for those who want to learn on their own and also for those who are conducting programs.

Cassette tapes can be used as a powerful learning resource for individuals while at home or while driving in the car.

Educators are using cassettes to stimulate discussion with respect to a specific topic or to present certain excerpts of a talk by a renowned speaker at some convention, conference or workshop.

The American Management Association currently has over 55 tapes on the market with titles ranging from: The Goal Setting Session, Memory Made Easy, Success Without Stress, Everyday Creativity & Handling Complaints & Grievances. Peter Drucker on Management, Saul Gellerman on Motivation, and Chris Argyris on Organization are just some of the cassette programs available.

These tapes range in price from \$12.00 to \$200.00; some might be too expensive for individuals to purchase on their own but they could be recommended for main libraries so the public could have access to them.

For a list of titles and details of these cassette programs, write to the Canadian Management Centre, American Management Association, 40 University Ave. Suite 1110, Toronto, Ontario, M5J 1T1.

TASK FORCE ON INFANT CARRIERS

Canadian Standards Association recently formed a Task Force on infant carriers which will conduct a survey on infant carriers and develop a set of draft requirements. At present there are no standards

in Canada covering infant carriers. These infant carriers are used to carry children up to approximately nine months old in cars. This Task Force is made up of representatives from the Federal Dept. of Consumer & Corporate Affairs, Consumers' Association of Canada, the Federal Dept. of Transportation, the Ontario Dept. of Transportation, manufacturers and the University of Michigan.

CORNING CLEANER— CONDITIONER

The Corning Cleaner-conditioner is designed especially to clean and polish smooth-top cooking ranges and Corning Ware. This product should be used only on cool surfaces. Instructions specify that a dab of the corning cleaner should be applied with a clean damp cloth. 240 ml was priced at \$2.69. For further information write to: Corning Glass Works of Canada Ltd., 135 Vanderhoof Ave., Toronto, Ontario M4G 2J3.

MR. MUSCLE NON-AEROSOL OVEN CLEANER

Mr. Muscle is one of the first non-aerosol oven cleaners available on the market for homemakers who don't own self-cleaning ovens. It's an overnight cleaner which wipes away the next day. It involves less work and less fumes to cope with.

Because of its corrosive nature it is recommended that this type of cleaner be stored out of the reach of children.

Retail price was \$1.53 for 14 oz. (398 ml).

THE BRAUN ELECTRIC CREPE MAKER

This is another new small household appliance on the market for making crepes and other international appetizers. It includes an automatic ready-light and thermostat heat control. This electric crepe maker has a Teflon II certified cooking surface which makes up to 7½" crepes. It is light in weight, with an easy grip and comfortable handle. It was priced at \$34.98.

PEGBBOARD POSSIBILITIES

Pegboard is being used more and more often in offices, teachers' classrooms and home use.

One office includes a half dozen new publications on display each month to keep the public informed of new publications and brochures. Metal racks holding the publications can be moved easily on the pegboard for different arrangements. Several chairs and a table complete the "bulletin centre" which invites visitors to browse through publications while waiting in an office.

Pegboard also has several other uses: (1) hanging family photos in a central hallway of a home or apartment, (2) hanging kitchen utensils for easy access near range, (3) hanging garden or carpentry tools in the garage, and (4) hanging sewing accessories in a sewing area.

WHAT'S NEW IN FEDERAL CON- SUMER LEGISLATION

Norma Mitchell, Consumer Services Officer with the Federal Department of Consumer & Corporate Affairs in Alberta submitted the following pertinent article on federal consumer legislation.

Since the federal Department of Consumer & Corporate Affairs was formed in 1969, it has been charged with the equitable functioning of the marketplace. While the department has a great range of activities, its goal is to foster a healthy, fair and competitive marketplace. The focus of departmental activity has been on the development and enforcement of regulations as market practices and new products demanded. The particular thrust of new legislation introduced by the Department is towards more and better information for consumers.

Those aspects of the Food and Drug Act relating to economic fraud in foods and to the labelling, advertising and packaging of foods are a departmental responsibility. On March 1, 1976 open date marking (best before or durable life dat-

ing) regulations became effective for most packaged foods with a shelf life of ninety days or less. At that time a one year exemption was granted for fresh meat, poultry, fish and baked goods packaged in the store. A further exemption has been made under the durable life date regulations for fresh meat, poultry and fish packaged in the store. The industry has been given until March 1, 1978 to devise a "packaging" date to meet the special needs of these products instead of a date after which the product will not be at its best quality.

New regulations under the Food and Drug Act regarding advertisements for beef or veal carcasses or portions weighing twenty-five pounds or more have been introduced in 1977. The intent of the regulations is to ensure that consumers are aware that the price per pound of the meat actually received is greater, than the advertised price per pound, because of losses which result from cutting, boning and trimming. In addition, the regulations will require that grades of the carcasses be stated, or if they are ungraded, that this be indicated.

To assist consumers in understanding what cuts of meat they are purchasing, the department is also working on the development of standard names for meat cuts.

In response to another labelling need, the intention has been announced to amend some bilingual labelling requirements under the Consumer Packaging and Labelling Act. The proposed regulation changes would allow small producers and importers to sell a limited number of imported and domestic products with unilingual labelling only, and would broaden the definition of a "local product" to allow local producers to sell a limited number of unilingually labelled products beyond local areas. These changes are designed to lessen some of the difficulties imposed on some types of business by the requirement for dual language labelling.

A most comprehensive development concerning food has been the tabling in the House of Commons of a Food Strategy

for Canada. In its food strategy, the government states its intention to encourage every segment of the food system to provide food and food services in the simplest, most economical, nutritious and useful form to consumers. The new food strategy recognizes that a review of food policy should be a high government priority and that consumers should play an integral part in the decision making process.

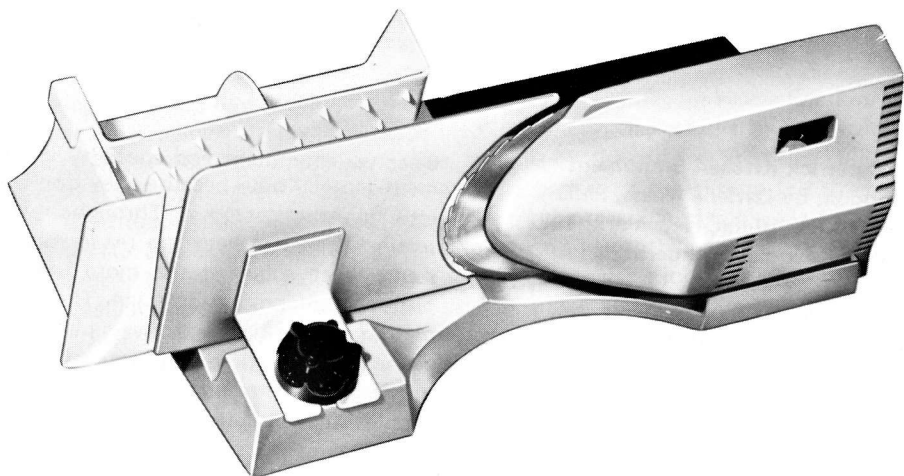
The consumers' right to safe products has prompted changes in regulations under Hazardous Products Act. In response to statistics on injuries to children, the Cradle and Crib regulations, as well as the regulations governing the design and construction of baby rattles, have been amended. The amendments concerning Cradles and Cribs affect mattress support brackets and will increase the durability test requirements. The revised baby rattle regulations require tests to ensure that all rattles or parts can project no farther than thirty millimetres into an infant's mouth. There have been infant deaths by suffocation caused by rattles.

Children's sleepwear containing the chemical flame retardant "Tris" has also come under the scrutiny of the Product Safety Branch. The Department is proposing to ban the sale of articles as a preventative measure to ensure that the limited amount of treated clothing previously entering Canada from American manufacturers is curtailed.

In response to a different kind of need, the Department announced in May 1977 an anti-corrosion code which proposes guidelines for manufacturers, and imposes minimum levels of corrosion resistance for vehicles. Rusting of automobiles causes serious economic loss annually for a great many Canadian consumers. The code covers all cars starting with the 1978 model year and establishes time periods during which corrosion will be unacceptable.

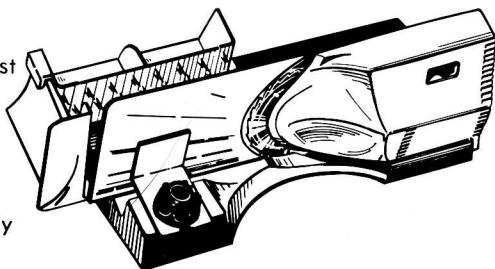
In recognition of consumers basic rights to information and satisfactory, safe products, legislation continues to react to consumers needs.

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Nancy Craig, Editor

The Butterick Kitchen Equipment Handbook, by Darlene Kness, Ph.D. Butterick Publishing, New York, 1977; pp. 188: Price \$3.95 paperback.

This kitchen equipment handbook is designed to be an illustrated consumer's guide to cookware, appliances and utensils, and it achieves this purpose in an easy-to-read concise manner. It is comprised of three major sections covering kitchen planning and storage; equipment; and serving food and table appointments.

Kitchen planning is covered very sketchily. In the short chapter on storage, stress is placed on storing items where they are used most. Guidelines for storage organization are given and work and storage centres are briefly covered. Extra storage units that can be purchased or made are also mentioned.

The extensive section on equipment covers suggestions on how to evaluate quality and design. Charts are used very effectively to describe materials and finishes used in kitchen equipment. The materials are listed along with their common uses, advantages, disadvantages and care. A very useful table provides information on basic equipment required in the kitchen as well as items that would supplement this list at a later date. Kitchen equipment is discussed under the following headings — preparation equipment, motor-driven appliances, heating appliances, cookware, chilling equipment,

clean-up equipment and specialty equipment (special only because they don't fit into any other category). Throughout this section drawings help the reader understand what some of the more unusual pieces of equipment look like. The information is up-to-date and covers just about every piece of equipment you might use in the preparation of food, from the very simple items to the most gourmet. A chart lists each item with its uses and, for appliances, the available features are also described. Manufacturers are not at any time mentioned.

In the final chapters serving dishes, table accessories and table cookers and warmers are covered briefly in table form. The final section on table appointments lists types and styles of dinnerware and the qualities of each. Glassware and flatware are also discussed.

The ease with which this book can be read rates it favorably with other books on the same subject. Individuals who find cooking is a creative activity they enjoy will find it helpful and even interesting. Even those who do not particularly relish the idea of preparing a meal will find it is a valuable aid for basic information and suggestions on saving time and energy in the kitchen. For home economists it is a good, well organized piece of reference material to guide them as instructors or in their own kitchens.

Reviewed by: Laurel Forbes, B. Sc. in H. Ec., Owner of LG Kitchen Design Ltd., Calgary, Alberta

Consumer Finance, by Louis de Salvo.
John Wiley & Sons, Inc., New York,
1977; pp. 337: Price: \$9.95 paper

Geared for the high school or community college student, *Consumer Finance* provides a fairly comprehensive guide to money management related to most aspects of spending — food, clothing, housing, home furnishings, transportation, leisure, life insurance and investments.

A well organized book, each chapter includes questions on points to consider, values and decisions. This is a valuable section of the book as it provides thought-provoking questions, as well as ideas for experimental activities.

References to legislation and services are American. An extensive appendix of government offices, consumer groups and publishers is included, but again these are primarily U.S. in origin.

Though providing good basic information, *Consumer Finance* would have limited use as a Canadian high school text. But it would be a valuable addition to a school or public library, and a good resource book for teachers.

*Reviewed by: Jean Wilson, B. Sc., M.S.,
Regional Home Management Specialist,
Alberta Agriculture, Calgary, Alberta*

Family Decision Making: An Ecosystem Approach, by Beatrice Paolucci, Olive A. Hall, Nancy Axinn. John Wiley & Sons Inc., Toronto, 1977; pp. 184: Price: \$5.95 paperback

This book approaches family decision making by focusing on the interaction between family members and those environments which directly affect them and over which they have some control. The book is divided into two sections. The first deals with the definition of terms and lists the elements involved in families and environments that affect decision making. The second part dissects the decision making process to help the family make harmonious adaptations, changes and/or innovations in keeping with their environment.

The book is most suited for uses in courses dealing with the family from an inter-disciplinary approach. The book has many useful charts, diagrams and true-to-life examples. However, due to the high vocabulary level and the complexity of some of the diagrams, the book is best suited for a university text or as a teacher reference at the secondary level.

Reviewed by: Diane Zorn, B. Sc. in H. Ec., High school Home Economics Teacher, Calgary, Alberta

The Bloomingdale's Book of Entertaining by Ariane and Michael Batterberry. Random House of Canada Limited, Mississauga, 1976; pp. 208: Price \$12.00

According to Bloomingdale's authors, Ariane and Michael Batterberry, a new confidence in personal values and taste has brought an end to rigid convention and etiquette. Gone are days when hosts and hostesses slipped on social masks and meekly obeyed "rules" passed down by self-appointed experts. The resulting new mood is one of informality, practicality and personal freedom. It is the age of the liberated host and hostess and the movement has aroused a passion for quality in the choice of food, friends, and furnishings.

Bloomingdales believe that their store reflects a life-style which may best be described as "vivacious yet classic, amusing without loss of serious concern for natural elegance." Entertaining is part of the joy of living and entertaining in Bloomingdale's style is the subject of the book.

Highlighting the book is a series of interviews and photographs of thirty-five renowned hosts and hostesses, selected because they view home entertaining as an integral part of an original lifestyle. Their creative approaches to entertaining is characteristic of Bloomingdale's style. Hosts and hostesses including James Beard, Geoffery Holder, Carole Inouye, Helen McCully and Pauline Trigere take us into their homes, showing us what kind of parties they like to give and what

they serve. Favorites including Camembert Mousse, Baked Ham with Apricot Glaze, Sherried Walnuts, Crème de Cassis Sundae, Piroshki, Chocolate Meringue Cookies, Pâté de Campagne Provençale and Snake Bite Rum Punch are featured in the book's recipe section.

Following two chapters on entertaining past and present, the book deals with giving "great" parties, from a simple continental breakfast to an elegant dinner, from an unusual barbecue to a frazzle-proof children's party. Lists for china, flatware, glassware, table accessories, kitchen and bar equipment were thoughtfully prepared with various pocketbooks

in mind:

1. Basics
2. Nice to Have
3. No Budget

Bloomingdales and the Batterberrys believe that no matter what your budget, whether you live moderately or lavishly, they can help you entertain with "style" and within your needs and pocketbooks.

The Bloomingdale's Book of Entertaining is well written and easy-to-read. It will appeal to a wide range of readers and could be of special interest to home economist-journalists.

Reviewed by: Mary McGrath, Toronto

The University of Alberta, Faculty of Home Economics invites applications for a full-time appointment in the Division of Clothing and Textiles. The position is open to men and women. Duties will include teaching and research in clothing and textiles with specialization in some of the following: Economics, Marketing, Merchandising, Consumer Studies. Ph.D. preferred. Salary and rank are negotiable dependent upon qualifications and experience. Letters of application along with a curriculum vitae should be sent to —

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HAPPENINGS



Berneice MacFarlane

AHEA's First Fellow

At the 1977 Annual Meeting of the Alberta Home Economics Association in April, A. Berneice MacFarlane's contribution to home economics was recognized by making her a Fellow of the Association. For the past twenty-eight years Miss MacFarlane has been Supervisor of Home Economics for the Department of Education for the Province of Alberta. Berneice was not only an inspiration to the teachers in the province, but a leader in the profession, being active in many professional associations. In recognition and appreciation for her contributions to the many facets of home economics, the Alberta Home Economics Association was pleased to bestow this honour upon Miss MacFarlane and have her as their first Fellow.

General Foods 1977 Regional Nutrition Seminar

In 1976 General Foods presented their first National Nutritional Seminar in Toronto. This year they sponsored two

Regional Seminars. The theme for the seminar held in Edmonton on April 6th, 1977 was "Nutrition: Facts and Fancies".

The morning session included presentations by Dr. Richard B. Goldbloom, Professor and Head, Department of Pediatrics, Dalhousie University, Halifax; Mrs. Nancy Clegg Buck, Consumer Columnist, The Edmonton Journal and Miss Maryll Ballantyne, Acting Chief, Nutrition Education and Advisory Services, Health Protection Branch, Ottawa. The afternoon session was two workshops: Child Nutrition: Questions and Answers and Current Controversies: Our Needs and Our Foods, conducted by Dr. Richard Goldbloom and Dr. Elizabeth Empey from the University of Alberta and Miss Bette Purves from the Department of Consumer and Corporate Affairs. The Seminar was well attended and well received.

The Conserver Society

The Saskatchewan Home Economics Teachers Association will hold their Annual Convention October 21-22 in the STF Building, Saskatoon. Centered around the theme, "The Conserver Society", the convention will host such speakers as: Ken Fawcett, Education Co-ordinator with the Saskatchewan Department of the Environment; Dr. Evelyn Jonescu, Director of Canadian Plains Research Center, U. of S. and member of Environmental Advisory Council of Canada; and Mr. Keith McKerracher, Head of Participation for Canada.

Nutrition 1977

Nutrition 1977 sponsored by the Division of Community Health, Faculty of Medicine, University of Toronto will be offered September 22-23, 1977 at Mount Sinai Hospital, Toronto, Ontario. Nutrition 1977 has been planned for public health nutritionists, nurses responsible for nutrition programs, hospital dietitians,

family physicians, home economists and other interested health professionals and community health workers. It has been approved by the Ontario Dietetic Association for a maximum of 9 Continuing Education Points and the College of Family Physicians of Canada for a maximum of 14 Study Credits. The seminar will focus on Infant Feeding; Food Habits of the Aged; Clinical Nutrition in Children; Malnutrition; Carcinogens in Foods; Interaction between Foods and Drugs; and related topics.

1977 Awards

The Canadian Home Economics Association, to encourage educational and scientific pursuits, has announced awards totaling \$3,500 to three post graduate students.

The Mary A. Clarke Scholarship for \$2,000 goes to Ms. Cheryl Malmo, University of Alberta, a doctoral candidate in Family Life Studies.

Ms. Gayle Hoover, Harvard University, receives the Silver Jubilee Scholarship of \$1,000 for nutrition research.

The Carnation Incentive Award of \$500 goes to Ms. Mary Jane Muise, who is entering the Master Science program of Human Nutrition, University of British Columbia commencing this fall.

Judy Wainright a 1975 award winner presented the Association with \$500, one quarter of the scholarship she received while taking her masters degree at the Merrill Palmer Institute in Detroit. Judy, is now Executive Director of Day Nursery

Centre Incorporated in Winnipeg.

Update Seminar

An Update Seminar for members of the Alberta Home Economics Association and for alumni from the Faculty of Home Economics was sponsored on May 13 and 14, 1977 in Edmonton, Alberta. The three sponsors were the Association, the Faculty and the Alumni Association.

The seminar focus was "Food in the Conserver Society." Three university professors, a government food scientist and a free-lance home economist were asked to speak on specific topics as they related to the central focus. The topics included: Additives, Western Canadian Vegetable Oils and Proteins, Popular Diets, Food Industry By-Products, and Microwave Cooking and Slow Cookers.

The seminar was organized for sessions on Friday evening and all day Saturday. A social hour followed the Friday session and was partially funded by the Edmonton Area Home Economics Association. Saturday lunch was included in the \$10 Seminar fee. Accommodation was provided for those who wished it in the University residence.

Approximately 200 registered for the seminar and most requested that it be repeated annually. Proceedings including all the papers given were published and are available to non-participants for \$3.00 payable to the Alberta Home Economics Association. The address is Box 1052, Calgary, Alberta.

CANADIAN UNIVERSITY TEACHERS OF HOME ECONOMICS

Fredericton, New Brunswick was the 1977 choice for the Conference of Learned Societies. The Canadian University Teachers of Home Economics (CUTHE) met June 7 and 8. They were hosted by Dr. Florence Swan and the staff of Home Economics Education. Forty-one members attended from across Canada and were inspired by the scholarly presentations. Proceedings will be available through Fredricton. A sincere acknowledgement of thanks goes to the New Brunswick CUTHE members for the delightful hospitality and the excellent organization. It was a good conference.

Submitted by: Mrs. Alison Bogan; Dr. Elizabeth Johnston; Miss Charlotte Wade; and Virginia Campbell, Acadia University.

Iron absorption in infants: high bioavailability of breast milk iron as indicated by the extrinsic tag method of iron absorption and by the concentration of serum ferritin.

U. M. Saarinen, M. A. Siimes and P. R. Dallman 1977

Journal of Pediatrics, 91:36

Breast feeding is thought to result in a lower incidence of iron deficiency than does the use of unfortified cow milk formulas, but there is scant documentation for this belief. Cow milk and breast milk are equally poor in iron containing approximately 1 mg/1.

This study investigated the iron status of 45 healthy term infants from a relatively uniform, middle-class socioeconomic group. A group of breast fed infants received breast milk as the only source of milk from birth until the time of the study which took place when the infants were 5.9 to 7.3 months of age. The cow milk fed infants were weaned from the breast to cow milk formula prior to the age of two months. All infants received solids starting at 3.5 months of age. Cooked vegetables were introduced first followed by cereals at 5 months and meat and eggs at 6 months.

Iron status of the infants indicated that mean corpuscular volume, serum transferrin saturation and serum ferritin were all significantly lower in the cow milk fed group.

Iron absorption studies were also performed utilizing labelled ferrous sulphate. The data indicated that iron in breast fed infants is unusually well absorbed with 49% of a trace dose of labelled iron being absorbed. In contrast, approximately 10% of the iron in unfortified cow milk and 4% of the iron in fortified formulas was absorbed under similar conditions.

The authors concluded that routine administration of supplementary iron may not be necessary in term infants who continued to be breast fed, especially if iron-fortified foods are included in the diet after three to five months of age.

Absorption of 'fortification' iron.

E. Björn-Rasmussen, L. Hallberg and L. Rossander

1977

British Journal of Nutrition 37:375-388.

The absorption of 'fortification' iron from a meal is affected by several factors, such as composition of the meal, the amount of iron present in the meal, the bioavailability of the iron compounds used for fortification and the iron status of the subjects studied.

In the first part of this study the relationship between the level of fortification and absorption, and the influence of the iron status of the subjects was studied. The non heme iron content of meals typical of the Swedish population being studied was labelled with radioisotopes of ferrous sulphate. The total non heme iron content of the unfortified meal was 2.4 mg, while that of the fortified meals were 4.0 mg and 11.3 mg. Retention of iron was measured by whole-body counting and by determining radioactivity in blood samples two weeks after the last serving of labelled meals.

The authors maintained that the iron status of an individual is best determined by measuring absorption of a standard reference dose of iron, in this case 3 mg of ferrous ascorbate. The more iron deficient members of the population are theoretically more efficient in their absorption of iron. The authors assumed an absorption of 30% of the reference iron indicated "borderline" deficiency, and that

these individuals would be the target group for any fortification programme.

The authors calculated three linear regression lines representing amounts of non heme iron absorbed from their three labelled meals versus amount of reference iron absorbed. For persons who exhibited 30% absorption of the reference standard ("borderline" group), fortification of the test meal to 4 mg of iron resulted in an increased iron absorption of 0.13 mg while fortification to 11.3 mg resulted in an increase in iron absorption of 0.70 mg. This study thus demonstrated increased absorption at higher levels of fortification, at least at levels of 11.3 mg. The regression lines can be used to predict absorption of the two levels of fortification iron from this meal in individuals with different iron status.

The second part of the study compared the bioavailability of several forms of reduced iron with that of ferrous sulphate. Bioavailability ranged from 13-90%. The reduced iron samples varied in particle size (1 to 90% < 7 mcm), reactive surface area (< 0.1 to 2.7 m²/g) and solubility in HC1 (8-94% dissolved after 30 minutes). It was found that greater reactive surface area, and greater dissolution rate were associated with greater bioavailability, and that particle size was not a good predictor of bioavailability.

1977

Knitting World 77(3), p. 12.

Among several reports on new yarns and fibers in this issue, one of particular interest concerns Courtaulds "new high bulk viscose with a cotton-like handle." VILOFT is the result of continued research in rayon, and it comes at a time when consumer and fashion interest in the natural fibers is leading to a resultant increased demand for man-made cellulose fibers.

There is an interesting description of the fiber itself to indicate some differences from regular viscose and a note on the aims of the researchers in developing VILOFT.

Included in the article are tables summarizing fabric analysis in both woven and knit blends with polyester. Reference is made to continuing research in the fabric field. A table also compares some characteristics of VILOFT and other fibers — the tenacity given in the new S1 units of gram force.

An adjoining article reports on the success of Courtauld fabrics using the new fiber in blends with cotton and with polyester. Something of its versatility is indicated by reference to a variety of specific fabrics used in clothing and home furnishings.

Teaching Girls their "God Given Place in Life" The Introduction of Home Economics in the schools.

Stamp, Robert M., Spring 1977, *Atlantis A Women's Studies Journal*, — 2:18-34.

Persons interested in the history of home economics will be delighted with this new, well documented review of the life of Adelaide Hoodless. The author has done a splendid job portraying Mrs. Hoodless as one of the foremost champions of women's rights in Canada. The story of Adelaide Hoodless as a woman determined to bring home economics to the public schools is beautifully integrated with her support of other causes such as the Y.W.C.A. and The Women's Institute. We can and do learn from the past. A re-examination of the work of Adelaide Hoodless provides the home economist with an excellent case study in how to get action using community resources and political connections. It is rewarding to know that persons outside the profession of home economics have discovered Adelaide Hoodless. The article in *Atlantis* is excellent. It deserves wide distribution amongst home economists.

Deadlines for submissions for C.H.E. Journal

January issue November 1
April issue February 1
July issue May 1
October issue August 1

NEW PUBLICATIONS AND VISUALS

TITLE	SOURCE	COST
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Publications

Metric Conversion — Publications, Posters & Resource Lists	Enquiries Section Metric Commission Canada Box 4000 OTTAWA, Ont. K1S 5G8	free
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This brochure was released in January 1977 and includes a list of publications, posters and leaflets that are available to educators across Canada.

CAC's Easy Metric Guide	CAC 801 - 251 Laurier Ave., W. OTTAWA, Ont. K1P 5Z7	\$1.00/copy
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CAC devoted 24 pages of their April '76 Canadian Consumer issue to metric conversion in view of the fact that the changes will affect all facets of our everyday life. This publication includes information on metric units for everyday use, how to write SI, metric conversion in:

- (a) the kitchen (b) the supermarket (c) clothing & textiles (d) real estate
- (e) weather, etc.

The Informer	CAC 801 - 251 Laurier Ave., W. OTTAWA, Ont. K1P 5Z7	.75¢
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This new publication includes addresses for numerous free or low priced publications available from companies, associations and governments. Topics include budgeting, pollution, moving, home buying, safety and consumer laws.

100 Ways To Save Energy And Money In The Home	100 Ways Box 3500, Station C OTTAWA, Ont. K1Y 4G1	free
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This free publication includes tips on how you can stretch Canada's energy resources and put money in your pocket.

TITLE	SOURCE	COST
Three other booklets related to energy conservation are as follows:		
Keeping The Heat In	Keeping The Heat In Westmount Postal Station MONTREAL, Que. H3Z 2V1	free
The Billpayer's Guide To Furnace Servicing	Furnace Book Box 2725, Terminal A TORONTO, Ont. M5W 1H3	free
The Garbage Book	Garbage Book Box 3516, Station 'C' OTTAWA, Ont. K1Y 4G1	free
Federal Services For Women	Publishing Centre Printing & Publishing Supply & Services Canada OTTAWA, Ont. K1A 0S9	free

This book was designed as a guide to federal government programs, services and resources of special interest to women.

Programs and services from Health & Welfare Canada, Manpower & Immigration, Department of Justice & Labor are included. Audio visual materials, reports and other materials are also listed.

Consumer Aware!	Contact Federal Dept. of Consumer & Corporate Affairs office in each province	free
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Consumer Aware is a new brochure published by Federal Consumer and Corporate Affairs Canada and includes information on: Consumers who are we? Consumers what are our rights? Consumers what help can we expect from the federal government?

Films

The Time of Your Life (1975)	International Tele-Film Enterprises 47 — Densley Avenue TORONTO, Ont. M6M 5A8	\$529.00 \$100 rental \$25.00 preview
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This is an excellent and practical 26 minute color film. It's based on the book "How to Get Control of Your Time & Your Life". The emphasis of the film is on priority setting and techniques for managing time so that individuals can get more done with less effort. Viewers can followup with analyzing their own situation. The film is suitable for every level of employee in your organization.

For Tomorrow We Shall Diet (1976)	Gordon Watt Films 865 — Shepherd Avenue, W. DOWNSVIEW, Ont. M3H 2T4	\$360.00
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A young woman confused by fad diets seeks advice from her doctor on how to lose 20 pounds. This 24 minute film follows her through her experiences in learning to change her eating habits and reducing calories while maintaining proper nutrition. The film also includes information on exercise, the dangers of fad diets, and how to stay on a diet at restaurants and parties.

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